

**STUDENTS' STRATEGIES IN REDUCING ANXIETY IN
SPEAKING ENGLISH PERFORMANCE**

***STRATEGI SISWA DALAM MENGURANGI KECEMACAN
DALAM BERBICARA BAHASA INGGRIS***

SITTI ASMIN DUMARNI



**GRADUATE PROGRAM
STATE UNIVERSITY OF MAKASSAR
2018**

**STUDENTS' STRATEGIES IN REDUCING ANXIETY IN SPEAKING
ENGLISH PERFORMANCE**

A Thesis

As a Partial Fulfillment of the Requirements for

Master Degree

Study Program

Language Education

Concentration of English Education Program

Written and Submitted by

SITTI ASMIN DUMARNI

To

**GRADUATE PROGRAM
STATE UNIVERSITY OF MAKASSAR
2018**

**STUDENTS' STRATEGIES IN REDUCING ANXIETY IN SPEAKING
ENGLISH PERFORMANCE**

Written and submitted by
SITTI ASMIN DUMARNI
Register Number: 15B01197

Written and submitted by
SITTI ASMIN DUMARNI
Registration Number: 15B01197

Defended before the Thesis Examination Committee
on August 15th, 2018

Approved by
Committee of Supervisors,

Prof. Dr. Haryanto, M.Pd.
Chairman

Prof. Dr. Syarifuddin Dollah, M.Pd.
Member

Approved by:
Committee of Supervisors,

Head of S2 English Education
Study Program

Director of Graduate Program
State University of Makassar

Dr. Kisman Saliya, M.Pd.
NIP 19530622 198003 1 004


Prof. Dr. Hamsu Abdul Gani., M.Pd.
NIP. 19601231 198503 1 029

THESIS
**STUDENTS' STRATEGIES IN REDUCING ANXIETY IN SPEAKING
ENGLISH PERFORMANCE**

Written and submitted by
SITTI ASMIN DUMARNI
Register Number: 15B01197

Defended before the Thesis Examination Committee
on August 15th, 2018

Approved by:
Committee of Supervisors,




Prof. Dr. H. Haryanto, M.Pd.
Chairman



Prof. Dr. Syarifuddin Dollah, M.Pd.
Member

Acknowledged by,

Head of English Graduate Program,



Prof. Dr. Kisman Salija, M.Pd.
NIP. 19530622 198003 1 004

Director of Graduate Program
State University of Makassar,



Prof. Dr. H. Hamisu Abdul Gani, M.Pd.
NIP. 19601231 198503 1 029

ACKNOWLEDGEMENTS



Alhamdulillah Rabbil ‘Alamin. First of all, the researcher would like to express his gratefulness to the Lord of universe, Allah SWT, the almighty God, the protector and the savior because already taken him up to finish and to complete this thesis under the title “*Students’ Strategies in Reducing Their Anxiety in Speaking English*” as a part of requirement for getting the master degree at Graduate Program of State University of Makassar. Salam and Shalawat are addressed to the final chosen religious messenger, Prophet Muhammad SAW (peace be upon Him), His families, friends, and to all His followers.

The researcher realizes that in completing this thesis not has been possible without the guidance, support, motivation and input of numerous people. Therefore, the researcher would like to say thankfulness and gratefulness to all people who have helped her and given her their supports, motivation, suggestions.

First, the researcher would like to express her great thanks to her supervisors, Prof. Dr. H. Haryanto, M.Pd. and Prof. Dr. Syarifuddin Dollah, M.Pd., who have helped her to finish this thesis with their big dedication, comments, guidance, suggestions and overall supports since the preliminary draft of this thesis.

Second, she also thanks to her examiners Prof. Hj. Murni Mahmud, S. Pd., M. Hum., Ph. D., and Prof. Dr. Kisman Salija, M.Pd., who gave suggestions, references, perspective, encouragement, and insightful comments on any part of this thesis.

Third, the researcher would like to devote her very special thanks to her big family especially for her beloved parents M.Agussalim, S.Pd. (The Late) and Mindi, and her brothers, Syamsul and Baharuddin and her sisters Sahati, Mariana, Nurdiana Agussalim and Julianti Agussalim, for their uncountable support, endless love, and sincere prayers for may safety and success.

Forth, deepest appreciation goes to the Rector of State University of Makassar, Prof. Dr. Husain Syam, MTP. Special gratitude also goes to the Director of Graduate Program, Prof. Dr. H. Hamsu Abdul Gani, M.Pd., the Assistants of the Director, and administrative staffs of the graduate program, for supports and facilities during the researcher's study and the completion of this thesis.

Fifth, the researcher would like to say thanks to the headmaster, all of the teacher and all of the staffs of AL-FITYAN Senior High School of Gowa, who have supported and allowed him to have research at this school. Special thanks to the English teacher Apriyadi Ramadanu, S.Pd for his support and nice cooperation to do this research. The researcher also says thanks to the students of XII IPA who have shown their cooperation very well.

The last, the researcher would like to express her special thanks to all her classmates in English Education Class G 2015;; for their helps, supports, friendship, and motivation in completing this thesis.

The researcher realizes that without the assistance of the people mentioned above, this research would never be completed. Therefore, constructive critics and suggestions are highly appreciated and still being waited.

Makassar, August 14th 2018

Sitti Asmin Dumarni

PERNYATAAN KEORISINALAN TESIS

Saya, SITTI ASMIN DUMARNI

Nomor Pokok: 15B01197

Menyatakan bahwa tesis yang berjudul *STUDENTS' STRATEGIES IN REDUCING ANXIETY IN SPEAKING ENGLISH PERFORMANCE* merupakan karya asli. Seluruh ide yang ada dalam tesis ini, kecuali yang saya nyatakan sebagai kutipan, merupakan ide yang saya susun sendiri. Selain itu, tidak ada bagian dari tesis ini yang telah saya gunakan sebelumnya untuk memperoleh gelar atau sertifikat akademik.

Jika pernyataan saya di atas terbukti sebaliknya, maka saya bersedia menerima sanksi yang ditetapkan oleh PPs Universitas Negeri Makassar.

Tandatangan:

Tanggal:

ABSTRACT

SITTI ASMIN DUMARNI, 2018. Students' Strategies in Reducing Anxiety in Speaking English Performance at Al-Fityan Senior High School of Gowa.
(Supervised by H. Haryanto and Syarifuddin Dollah)

Anxiety is a psychiatric state that is filled with worries and fears of what might happen. The general description of anxiety is feeling depressed, uncomfortable and chaotic minded with many regrets. This research aimed to find out the kinds and effects of anxiety then investigated the strategy to reduce the anxiety. This research was conducted to the EFL Students in Al-Fityan Senior High School Gowa. Qualitative approach employed in this study. More specifically, this research employed the descriptive qualitative method. Data collection procedures were the observation, recoding, and interview. The researcher made observations using video recording devices and field notes. Video recording was used to record student activities and appearances in speaking performance. In the meantime, field notes are used to obtain the more accurate data. The findings showed that there were four aspects of anxiety (i) worried because their capabilities could not satisfy, (ii) nervous because stage fright factor, (iii) fear because afraid to make a mistake, and (vi) shame because afraid of being ridiculed or embarrassed with their appearance. Further, The effects of anxiety were (i) decrease in mastery the material, (ii) forget the material or blank, (iii) less of eloquence, (vi) unsatisfactory achievement. Furthermore, the researcher classified the strategies used by the students to reduce their anxiety in speaking English performance in to a number of categories as follow: (i) relaxation, (ii) positive thinking, (iii) peer Perception, (vi) instrumental help and (v) self-entertaining.

ABSTRAK

SITTI ASMIN DUMARNI, 2018. **Strategi Siswa dalam Mengurangi Kecemasan dalam Berbicara Bahasa Inggris di SMU AL-FITYAN Gowa.** (Dibimbing oleh H. Haryanto dan Syarifuddin Dollah)

Kecemasan adalah kondisi psikiatri yang diliputi kekhawatiran dan ketakutan akan apa yang mungkin terjadi. Gambaran umum kecemasan adalah perasaan tertekan, tidak nyaman dan kacau dengan banyak penyesalan. Dengan demikian, Penelitian ini bertujuan untuk mengetahui jenis dan efek kecemasan kemudian menginvestigasi strategi untuk mengurangi kecemasan. Penelitian ini dilakukan untuk Siswa pembelajar bahasa asing di SMA Al-Fityan Gowa. Pendekatan kualitatif digunakan dalam penelitian ini. Lebih khusus lagi, penelitian ini menggunakan metode deskriptif kualitatif. Prosedur pengumpulan data adalah observasi, perekaman, dan wawancara. Peneliti melakukan observasi menggunakan perangkat perekam video dan catatan lapangan. Rekaman video digunakan untuk merekam aktivitas dan penampilan siswa dalam berbicara. Sementara itu, catatan lapangan digunakan untuk mendapatkan data yang lebih akurat. Temuan menunjukkan bahwa ada empat aspek kecemasan (i) khawatir karena kemampuan mereka tidak bisa memuaskan, (ii) gugup karena faktor demam panggung, (iii) takut karena takut melakukan kesalahan, dan (vi) malu karena takut menjadi ditertawakan atau dipermalukan dengan penampilan mereka. Selanjutnya, Efek kecemasan adalah (i) penurunan penguasaan materi, (ii) melupakan materi atau kosong, (iii) kurang kefasihan, (vi) pencapaian yang tidak memuaskan. Selanjutnya, peneliti mengklasifikasikan strategi yang digunakan oleh siswa untuk mengurangi kecemasan mereka dalam berbicara kinerja bahasa Inggris ke dalam sejumlah kategori sebagai berikut: (i) relaksasi, (ii) berpikir positif, (iii) Persepsi sejawat, (vi) bantuan instrumental dan (v) menghibur diri.

LIST OF CONTENTS

	Page
COVER	i
APPROVAL SHEET	ii
ACKNOWLEDGMENTS	iv
ABSTRACT	vii
ABSTRAK	viii
LIST OF CONTENTS	viii
LIST OF TABLE	xiii
LIST OF FIGURE	xiv
LIST OF APPENDICES	xv
CHAPTER I. INTRODUCTION	1
A. Background of the Research	1
B. Research Questions	5
C. Objectives of the Research	6
D. Significance of the Research	6
E. Scope of the Research	7

CHAPTER II. REVIEW OF RELATED LITERATURE	9
A. Some Previous of Related Studies	9
B. Some Pertinent Ideas	12
1. Concept of Anxiety	12
2. Concept of Strategy	27
3. Concept of Speaking	37
C. Resume	44
D. Conceptual Framework	46
CHAPTER III. METHODOLOGY	48
A. Research Design	48
B. Operational Definition	49
C. Subject of the Research	49
D. Instruments of the Research	50
E. Procedures of Data Collection	52
F. Techniques of Data Analysis	53
CHAPTER IV. FINDINGS AND DISCUSSION	56
A. Findings	56
1. Observation Display	57
2. Interview Display	61
B. Discussion	81
1. Kinds of Students speaking Anxiety	82

2. The Effect of Students Anxiety	86
3. Strategy in reducing The Anxiety	88
CHAPTER V. CONCLUSIONS AND SUGGESTIONS	94
A. Conclusions	94
B. Suggestions	95
REFERENCES	97
APPENDICES	103

LIST OF TABLE

Number	Page
Table 2.1 Distinguishing Fear from Anxiety	20
Table 4.1 Field Note	57

LIST OF FIGURE

Number	Page
Figure 2.2 Conceptual Framework	46

LIST OF APPENDICES

Name		Page
Appendix 1	Interview Protokol	103
Appendix 2	Field Note	104
Appendix 3	Data Display	106
Appendix 4	Transcript Of Interviews Recording	117
Appendix 5	Documentation	154

CHAPTER I

INTRODUCTION

This chapter briefly describes the whole content of the research. It covers background, problem statement, objective, significance, and scope of the research.

A. Background

One of the competencies that must be owned by students is the ability to speak in public. The ability is very supportive of students in order to perform various activities such as learning, presentation, debating, conversation or various organizational activities (Haryanthi & Tresniasari 2012). One of the school assignments that require students to communicate effectively is the present task. Presentation tasks often encountered by students are the form of presentation tasks in front of the class or in public, either individually or in groups (Riani & Rozali 2014).

But some students are not able to master that competence. Some students express an opinion about what they experience when they get a chance to speak in public. They revealed that when the opportunity to speak in public, the feelings experienced are fear, trembling, groggy, cold sweat out, hands feel wet, feel weak on the knees, excessive sweating, heart pounding, students repeatedly go to the toilet before public speaking and the students walked back and forth for no reason at the time of public speaking.

Feel anxious or nervous when speaking in public is usual for most people. Even someone who has experience in public speaking is not free from this feeling. According to Nevid et al, in Prakosa and Partini (2014) anxiety is a normal response of threats, but anxiety can become abnormal when the level is not matched by the

proportion of threat, or if it seems to come without any cause, e.g if it is not a response to environmental change in extreme form, anxiety can disrupt body function. Anxiety at a certain level can activate positive energy and encourage individuals to move or perform useful actions. However, if excessive anxiety levels can lead to psychopathology.

By showing their speaking performance, teacher or another people can give feedback about it. But speak a new language, as an English, is not easy for someone/student who has no self-confidence. Speaking fear, anxiety, and stress can be well-managed, eliminated, or better yet, effectively incorporated into someone's speaking events. When a student does not want to speak or feel anxious to speak a foreign language that they learn, it may become a problem for them. Or maybe, they will fail in their proficiency. Furthermore, speaking a foreign language in public is as anxiety-provoking. Sometimes, extreme anxiety occurs when EFL learners become tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure.

In fact, when students learning to speak, there are some of them who often get a problem, especially, having the feeling of anxiety. If the negative feeling is allowed to grow in the students, they will not be able to communicate their thoughts, ideas, and feeling by using the new language they are learning. Therefore, the causes of anxiety in the students must be found out since "Anxiety is a complex and multi-dimensional phenomenon (Young, 1991: cited in Onwuegbuzie et al, 1999) and can be defined as "a subjective feeling of tension, apprehension, nervousness, and worry

associated with an arousal of the automatic nervous system” (Mcintyre & Gardner, 1999). Additionally, the American Psychological Association (2015) defines anxiety as "an emotion characterized by the feeling of tension, worried thoughts, and physical changes. Wooten (2008) also views anxiety as "a negative mood of apprehension accompanied with physiological characteristics."

This fear or anxiety in speaking English can make the students do not get a maximal score in English subject. In terms of writing, Abu-Rubia & Argaman (2002) investigated the role of language anxiety in the English writing achievement of 70 junior High School EFL students. They found that students with higher language anxiety were inclined to have lower writing achievement. Actually, an anxiety will give negative effect for the student to increase their ability in the foreign language. The student with higher proficiency tends to have lower language anxiety and teacher's supportive attitude to help decrease students' language anxiety.

Basically, Anxiety is the distinct complex of self-perception, feeling, beliefs and behavior related to the classroom learning arising from the uniqueness of the language learning process particularly in speaking English Horwitz et al. (1986: 128). Speaking in the foreign language is often cited by students as their most anxiety-producing experience and also difficulty at speaking in class is probably the most frequently cited concern of the anxious foreign language students seeking help at the learning skills center (Horwitz et al. 1986: 126).

For many learners, there is a genuine fear of performing foreign language. According to Cui (2011: 4) found that this paper has presented some finding so high

school students' anxiety in Chinese EFL classroom. It was found that most students experienced anxiety in classrooms. Male students were found to have the higher anxiety of English classes than females. Moreover, it also found that anxiety is a debilitating in language learning, especially anxiety of tests and English classes.

There are some factors that can cause students' anxiety in performance, achievement and decrease their willingness to participate in learning activities particularly in speaking English. Anxiety has received the most attention as an important component of personality trait Saville-Troike, (2006: 90). The statement indicates that the anxious students will avoid some activities which require them to speak because of the fear of making mistake and over the risks when speaking English. Tseng (2012: 78- 82) states that there are four factors cause language anxiety in speaking English: self-perception, cultural differences, presentation in the classroom and fear of making mistakes. Beside of that, fear of negative evaluation, fear of speaking inaccurately and fear of being in public and shyness are the factors of language anxiety according to Zhiping & Paramasivam (2013: 5- 6).

Because of many factors of language anxiety in classroom activity, there are such strategies that students' can use to overcome or reduce their anxiety in speaking English, such as Kondo & Ling's Strategies (2004). Strategies are the behaviors and technique they adopt in their efforts to learn. Selection from among possible strategies is often a conscious choice on the part of learners, but it is strongly influenced by the nature of their motivation, cognitive style, and personality Saville-

Troike (2006: 91). In addition, with use of the strategies the students are expected to perform better in speaking English by minimizing their anxiety in the classroom.

Based on some explanation above, a conclusion could be drawn: anxiety in learning can hinder the students from speaking. According to this assumption, the Researcher investigated the student's anxiety and their strategy in reducing it in their speaking performance.

By looking at the background above, the researcher interested to conduct a research under the title "*Students' Strategies in Reducing Anxiety in Speaking English Performance at Al-Fityan Senior High School of Gowa.*"

B. Research Questions

Based on the background above, the researcher formulated the research questions as follows:

1. What are the aspects of students anxiety?
2. How is the effect of anxiety on students' speaking performance?
3. What strategies do the students apply to reduce their anxiety in speaking English?

C. Objective of the Research

In relation to the research questions above, the researcher formulated objective of the research as follows:

1. To find out the aspects of students anxiety.
2. To find out the effects of anxiety on students' speaking performance.
3. To find out strategies used by students in reducing their anxiety in speaking English.

D. Significance of the Research

With regard to the significance of the research, students with the strategies were expected to perform better in speaking in English by minimizing their anxiety. Moreover, by knowing the existence of anxiety in speaking English which was experienced by the students, teachers were expected to be able to reduce their anxiety in speaking English in the classroom.

The result of this research would be expected to be one of the information for the students and also the teachers in teaching English in the classroom which it would enhance information about the strategy for reducing anxiety. Generally, this research was covered by two significance, namely theoretical and practical significance.

1. Theoretically

The finding of this research would contribute in ELT theory. This research was expected to support Kondo & ling (2004) study about five strategies to reduce the anxiety namely: Preparation, Relaxation, positive thinking, peer seeking, and resignation. Then other study related to this issue.

2. Practically

With regard to the significance of the research were expected to introduce and even to familiarize the teacher about strategies to overcome language anxiety in speaking English and to perform better in speaking in English by minimizing their anxiety. Moreover, by knowing the existence of anxiety in speaking English which was experienced by the students, teachers were expected to be able to reduce their anxiety in speaking English in the classroom.

E. Scope of the Research

To avoid the research broadening, the researcher limited this research. The scope of this research was covered or limited to some issues as follows:

1. By content, this research focused to find out the kinds of students anxiety, the effect of anxiety in students' speaking performance and the strategies used by the students in reducing their anxiety in speaking English.

2. By activity, this research conducted at Al-Fityan Senior High School of Gowa. The researcher did observation, interview and audio and video recording to the teachers and learners to get the data. Then, the researcher analyzed the data based on Miles & Huberman's theory (1992). The analysis included three steps, namely: data Collection, data display, and conclusion and verification.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the concept of some literatures on the issues of anxiety concept and strategies concept. Include in this chapter are conceptual framework of the study.

A. Some Previous of Related Studies

This chapter reviews some literatures on the issues of students' anxiety. The review begins with some previous research findings on students' anxiety, followed by some pertinent idea of students' anxiety.

Dollah (2009), conducted a research on effect of self-esteem, anxiety, gender, and the relationship among the independent variables on oral communication of EFL learners. Based on the findings of the research, the writer concludes that (1) discretely self-esteem affects the oral communication of EFL Learners (2) Anxiety significantly affects the oral communication of EFL learners. They feel anxious because not only linguistic factors, but also non-linguistic factors, (3) Gender does not affect significantly the oral communication of EFL learners, which means that both female and male students have equal possibility to be successful in learning English oral communication, and (4) self-esteem, anxiety, and gender (independent variables)

collectively affect the oral communication of EFL learners, only anxiety shows significant effect on the oral communication of the learners.

Tsiplakides and Keramida (2009) concluded that teachers need to assume the role of the researcher in their own classrooms. Before employing strategies to help students reducing foreign language speaking anxiety, foster motivation, and increase foreign language performance, practitioners should get to know their students, their attitudes toward oral production, and to shed light into the reasons that underlie their low performance and their unwillingness to engage in speaking activities. It is suggested that “teacher as a researcher” approach is an invaluable tool. Such an approach, which brings together theory and practice, can have positive effects both on the professional development of English teachers and on students’ anxiety levels, motivation and language acquisition.

Liu (2012) investigated the comprehensive understanding of foreign language anxiety by exploring its relations to motivation, autonomy, listening proficiency, and reading proficiency. The Research findings strongly indicated that foreign language anxiety was prevalent among EFL students in Taiwan. Strikingly, over 80% of the subjects responded to more than one third of the items in a manner reflective of anxiety. Learners who experienced higher levels of anxiety in the language classroom tended to have lower motivation and became less autonomous in language learning. The debilitating impact of anxiety on language learning was also demonstrated by its significant association with foreign language performance. Among the studied

variables, autonomy and foreign language anxiety were found to be the best predictors of language proficiency as suggested by the regression analysis results.

Zhiping & Paramasivam (2013) found that there has significance for lecturers about the causes of anxiety faced by students and gives them possible ways for mitigating anxiety while improving students' oral proficiency. The findings also can help lecturers to identify some of their own reactions that can possibly increase or decrease students' anxiety of speaking in class. In addition, this study provides students with possible anxiety provoking factors and gives them insight for reducing their own anxiety.

Chen (2015) conducted her research on increasing ESL Students' Language Anxiety In-Class Oral Presentations. In this research, Chen explored the connections between ESL students' speaking-in-class anxiety and their presentation performance, factors causing oral anxiety during presentations, and strategies to regulate L2 students' speaking anxiety in presentations. In his findings, he revealed that all participants get anxious during in-class oral presentations. However, in-class speaking anxiety does not have much connection with ESL students' presentation performances. It is because ESL students' presentation performances are also affected by speaking anxiety coping strategies used in presentations. Besides that, it is also necessary for L2 teachers to create a low-anxiety atmosphere in speaking classes, especially in class presentations.

Although many researches on students' anxiety had been conducted, this research is still different. The previous research on student anxiety was dominated in

investigating Asian students who study in English speaking country (e.g, Tsiplakides 2009, Liu 2012, Zhiping&Paramasivam 2013, and Chen 2015). However, only a few researches were conducted on students' anxiety with classroom interaction in Indonesia. It is important to know about the differences of factors affecting the students' anxiety when considering that nearly all population in Indonesia learns English also, nearly all Indonesian teachers teach Indonesia students. Thus, this research would help both teachers and students to picture causes of students' anxiety and also how to reduce the students' anxiety in the classroom.

B. Some Pertinent Ideas

1. Concept of Anxiety

a. Definition of anxiety

Anxiety is the distinct complex of self-perception, feeling, beliefs and behavior related to the classroom learning arising from the uniqueness of the language learning process particularly in speaking English (Horwizt, 1986: 128).She states that anxiety is the subjective feeling of tension, apprehension nervousness, and worry associated with an arousal of the autonomic nervous system. Horwizt (2001: 113) also states that anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychology and education.

Zeidner (1998: 17) Anxiety is a complex phenomenon and there has been wide disagreement about its' definition and criteria. Thus, anxiety has been variously conceptualized as a stimulus condition, as a probability of a harmful future outcome, and as response to a stressful condition

In Second Language Acquisition research (SLA), anxiety has received the most attention with lack of anxiety as an important component of personality trait or self-confidence (Savile- Troike, 2006: 90). Anxiety correlates negatively with measures of second language proficiency including grades awarded in foreign language classes, meaning that higher anxiety tends to go with lower levels of success in learning. In addition, to self- confidence, lower anxiety may be manifested by more risk-taking or more adventuresome behaviors.

b. Foreign language anxiety

Learning a foreign language poses a threat to one's ego. Especially adult learners are vulnerable since they are accustomed to function in their L1; however, they cannot control over what they say in the L2 until they have reached high levels of proficiency. Some learners report experiencing feelings of anxiety, tension, nervousness and fear, when they think of a foreign language, the most common ones being: "freezing up" when asked to speak and "forgetting" what they have learnt during a test (Horwitz et al., 1986., Young, 1990., Aida, 1994., Woodrow, 2006., Tóth, 2011). They "feel strongly that anxiety is a major obstacle to be reducing in learning to speak another language" (Horwitz et al., 1986, p. 125).

Foreign language anxiety can be described as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Horwitz et al., 1986, p. 125). Horwitz et al. (1986) suggest that foreign language anxiety is different from other anxieties. Foreign language learners may worry that they are unable to express their own ideas in the L2 and it is the classroom where foreign language anxiety mainly emerges.

c. Speaking anxiety

Anxiety is explained as a sort of fear that is manifested by visual signs. I have therefore interpreted the word speaking anxiety as a fear of expressing oneself orally which can be recognized by the physiological signs mentioned above. It is most likely that these signs can obstruct and inhibit one’s ability to speak since a person who experiences that kind of anxiety will not be able to focus on the speaking process. Speech therapist Margaretha Lanerfeldt in Basic (2011) describes speaking anxiety as something that has a great impact on one’s self-confidence since it often makes one experience failure when not being able to speak out and show what one knows. Irregular heartbeat, perspiration, stumbling and an inability to act are a few symptoms that block one’s capacity to act and speak.

Lanerfeldt (1992: 53-54) explains that this issue often turns into a vicious circle because one bad experience from speaking often becomes a reminder when the next opportunity arises. If a student with speaking anxiety experiences failure he or she will rather remain quiet than take the risk of failing again. This situation drags them into a silence that becomes more and more difficult to break since it contributes

to a role as “the quiet one” in class. Speaking anxiety creates a low self-confidence which makes students remain quiet in all situations, even if they have the capacity to express themselves and knowledge that is worth hearing.

Lightbown and Spada (2003: 60-61) also discuss speaking anxiety and how it can affect language learning. They argue that anxiety is something that is more likely to depend on special situations and circumstances that can make one feel uncomfortable as, for example, an oral presentation in front of a larger group of people. Nevertheless, in these situations researchers prefer to use the term tension. Lightbown and Spada claim however that one should distinguish temporary anxiety or tension from anxiety that interferes with a student’s learning process. Anxiety that interferes with the learning process affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class.

d. Type of Anxiety

Three main approaches have been clearly outlined by MacIntyre & Gardner (1991b) in one of their papers. The first approach considers language anxiety as a “Trait Anxiety”. The second type of perspective describes foreign language anxiety as “State Anxiety”. And the third approach considers foreign language anxiety as a kind of “Situation Specific Anxiety”. Zeidner (1998: 83) state that Spielberger’s state- trait model of anxiety made the useful distinction between anxiety as a personality trait (A- Trait) and anxiety as a personality state (A- State).

1) State Anxiety

States that state anxiety is current research distinguished between the individual's actual experiences of anxiety in a specific situation, (Zeidner1998: 293). According to the spielberger in Zeidner (1983: 83) states that state anxiety refers to a transitory emotional state of tension and arousal determined by the interaction between a person's trait and present situation. Spielberger also states that state anxiety refers to the specific level of anxiety experienced in a particular evaluative or test situation, such as an important college examination or athletic competition.

2) Trait Anxiety

Trait anxiety refers to a stable disposition to react with anxiety across varying context (Spielberger in Zeidner1983: 83). According to Zeidner (1998: 293) states that trait anxiety is the individual's predisposition to have anxious experiences or engage in anxiety- provoking behaviors in a stressful situation. He also states that trait anxiety is a relatively stable condition of the individual, best conceived as a latent disposition or probability to respond with elevated levels of state anxiety under stress. Trait anxiety has also recently been shown to be a multidimensional construct which interacts with specific types of situational stress to influence the level of state anxietyexperienced.

3) Situation Specific Anxiety

MacIntyre and Gardner (1991) drew upon the distinction by Spielberger (1983) and added situation-specific anxiety. Individuals suffering from situation-specific anxiety may consider a certain situation as anxiety producing, yet only under

certain circumstances. The sources of anxiety may differ from student to student: it may be a written exam for some students, but speaking in front of the whole class for others (MacIntyre & Gardner, 1994; Phillips, 1991; Phillips, 1992). For some persons, for example, sitting written examinations may be a stressful activity (Cheng, et al., 1999). For others, however, speaking in front of their peers in the classroom may cause a high level of anxiety (Price, 1991; Phillips, 1992).

e. Facets of State anxiety

Anxiety is currently viewed as a complex multidimensional construct embodying a series of interrelated cognitive, affective, somatic, and behavioral reactions (Zeidner & Matthews, 2011: 9). What it means is that anxiety may be experienced in a variety of ways:

1) Disturbances of thinking (cognition)

When we are anxious, we often worry about our problems, focusing our attention inward. More subtle changes in cognitive processes include heightened awareness of the threat, and a focusing of attention on possible dangers.

2) Negative emotion (affect)

We feel anxiety as an emotion or mood—for example, feeling tense, nervous, and jittery.

3) Bodily (somatic) symptoms

Anxiety is often accompanied by physical symptoms, such as racing heart and sweaty palms, as the body responds to a threat by preparing for a fight or flight.

4) Behavioral reactions

Anxiety encourages us to respond in characteristic ways—for example, by seeking to escape the danger. In addition, anxious individuals may show characteristic nonverbal behaviors, such as fidgeting.

f. Aspects of Anxiety

Deffenbacher and Hazaleus in Ghufroon & Suminta (2009) suggest that the source of the cause of anxiety includes the following;

- 1) Worry is a negative thought about himself, such as a negative feeling that he is clearer than his friends. Shah (2000) classified as Physical components, such as dizziness, abdominal pain, sweaty hands, nausea, dry mouth, nervousness, and others.
- 2) Emotionality as a self-reaction to autonomic nerve stimulation, such as heart palpitations, cold and tense sweat that cause panic or fear.
- 3) Disturbances and obstacles in completing tasks (task general interference) is someone tendency who is always depressed because thinking of the task. This is mentioned by Shah (2000) as mental or cognitive, such as attention like shyness and memory disruption , irregularities in thinking, and confusion.

g. Test Anxiety

Test anxiety as a scientific construct, refers to the set of phenomenological, psychological, and behavioral responses that accompany concern about possible negative consequences or failure on an exam or similar evaluative situation (Zeidner, 1998: 17). Test anxious or anxiety students are characterized by a particularly low response threshold for anxiety in evaluative situations.

Horwitz (1986: 127) test anxiety refers to a type of performance anxiety stemming from a fear of failure. Test anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. Students who are test anxious in foreign language class probably experiences considerable difficulty since tests and quizzes are frequent and even the brightest and most prepare students often make errors.

h. Fear and Anxiety

Zeidner and Matthews (2011: 6) noted that anxiety often follows fear, and when fear becomes activated, anxiety is frequently the emotional result (e.g., panic because of lack of perceived control). Also, repeated experiences of anxiety can generate fear reactions. Future research may show fundamental differences between fear and anxiety in terms of genetics, neuroanatomy, and psychophysiology (Ohman, 2008).

Table 2.1 Distinguishing Fear from Anxiety

Criteria	Fear	Anxiety
Nature of threat or danger	Objective and clear danger or threat based on reality (or exaggerated perception of reality). Source of danger can be identified.	Subjective/ symbolic danger-general expectation of diffuse and uncertain or formless threat of danger cannot be identified.
Time orientation	Present danger	Future danger
Causer or triggering mechanism	Specific objects or events (e.g., snakes, spiders, loaded gun, and sudden bolt of lightning) perceived dangerous.	More general expectation that something bad will happen, without specifying any particular threat or danger. Difficult to identify cause of tension or nature of disruptive event. Source of danger is elusive.
Borders of threat	Circumscribed area of threat.	Devoid of clear borders.
Appropriateness of affective reaction	Generally proportional to threat.	Exaggerated reaction to actual threat.
Imminence of threat	Threat imminent.	Threat normally not imminent.
Intensity	Intense, with quality of emergency, and arousal sharply elevated.	Heightened arousal and vigilance, but not emergency; often at lower level of arousal.
Onset	Triggered by specific objects or events.	Onset unclear and difficult to time.
Degree of certainty of danger	High.	Low.
Duration	Brief, transitory, episodic, receding when danger is	Long, lingering, present in the background. Uncertain points

	removed; rise and decline limited in time.	of onset and offset.
Globality	Circumscribed tension.	More global tension.
Context	Proximal.	Distal.
Controllability	High – great deal of certainty of specific danger and when it has passed.	Low – uncertainty of the specific danger or if danger has passed.
Subjective feeling	Unpleasant and tense emotional reaction.	Unpleasant apprehension and more difficult to tolerate than fear, being more pervasive and draining.
Rationality	Has rational quality to it.	Often of irrational quality.
Response	Tendency to act (flee, fight, and freeze).	Person feels uncertain how to act.
Coping	Organism try to cope with the source of fear and use of rapid early information processing mechanism, when coping options are available.	The situation does not allow effective means of coping and individual mobilizers resources to face a poorly defined threat. When coping options are not available the emotion may be turned into anxiety.
Neuroanatomical substrate	Central nucleus of amygdala.	Bed nucleus of the striae – terminalis.

(Zeidner and Matthews, 2011: 6)

i. The Factors Cause of Students' Anxiety in Speaking English

There are three factors causes of students' anxiety in speaking English

(Zhiping & Paramasivam, 2013: 5- 6), namely:

1) Fear of speaking inaccurately

One of the concerns as a source of student anxiety in the classroom is their bad feeling of speaking the language inaccurately with mistakes and not being able to find exact word. Their dislike for speaking inaccurately not so much because of fear of negative evaluation by teacher and classmates but more because they feel satisfied making correct sentences with different structure that needs a repertoire of vocabulary and grammar. Since they feel they do not possess this they prefer not to talk as making mistakes disappointed them.

2) Fear of being in public and shyness

General personality traits such as quietness, shyness, and reticence are some reasons for communicating anxiety. The degree of shyness varies greatly from individual to individual. When we ask about participants' feeling while speaking English in class, Iranian 2, 3 and Algerian 1 note shyness as a reason for their anxiety. Iranian 2 says "I am typically a shy guy; I don't like to start communication much" while Algerian 1 notes that "when I present I am a shy guy I feel somehow afraid...it is because I'm afraid of facing the public. "Iranian 3 says "I had more anxiety last term because I had presentation, so I had lots of anxiety to work more and to present in public."

3) Fear of negative evaluation

The interviewed voiced fear of negative evaluation by teachers and peers as another in- class concern as an important source of anxiety. They feared humiliation of being corrected in public especially if accompanied by disparaging remarks by the

lecturer. They were also overly concerned with other people's opinions and had apprehension about another people's evaluation.

According to Shu Feng Tseng (2012: 78- 82) there are some factors that cause students' anxiety in speaking English:

(a) Self-Perception

Perhaps no other field of study poses as much of a threat to self-concept as language study does. They believe that any performance in L2 is likely to challenge an individual's self-concept is the totality of an individual's thoughts, perceptions, beliefs, attitudes and values having reference to him self as object. This self-concept forms the basis of the distinction, made by Horwitz et al. (1986), between language anxiety and other forms of academic anxieties. Dollah (2009) argue that EFL learners. They feel anxious because not only linguistic factors, such as limited vocabulary, grammar, pronunciation, etc. but also nonlinguistic factors, such as seniority, perception on others' capability in English, etc.

(b) Cultural differences

The difference of cultures between that of the learners and target language appeared to be an important anxiety-producing factor. The more uncertain or unfamiliarity with the target language culture, the more it is likely to be anxiety provoking because as a Pakistani male ESL/EFL practitioner explained, "You don't know how others are going to interpret what you say with reference to your own culture and background which could be altogether different". Furthermore, many

female ESL/EFL practitioner stated, “It is cultural aspect that you ‘lose face’ if you say the wrong things.

(c) Presentation in the classroom

Like discussion in open-class-forum, giving a short talk or presentation in the class has also been reported to be highly anxiety inducing, one which makes the classroom environment more formal and stressful for the learners. All the participants agreed that speaking in front of the whole class or in public caused anxiety for most of the learners. A Chinese female EFL/ESL student expressed, “In class maybe I stand up and do the presentation, I usually feel nervous. I don’t know when I talk to other students in normal class, I think it is ok. Maybe I lose confidence.”

(d) Fear of making mistakes and apprehension about other’s evaluation

The evidence gained through past research, “both ethnographic and empirical, supports the notion that language anxiety, for a number of learners, has its origin in the fear of making mistakes and attracting the derision of classmates. The findings of this study were in agreement in this respect too. The participants frequently expressed that learners feel afraid, and even panic because of the fear of committing mistakes or errors in front of others because of a fear of appearing awkward, foolish and incompetent in the eyes of learners’ peers or others”. As a result of the fear of making mistakes, some learners expressed that learning and speaking a foreign language in the classroom is always a problem.

i. Facilitating and debilitating anxiety

Anxiety can be either facilitating or debilitating. Facilitating anxiety motivates

the student to approach and confront the new learning task. Debilitating anxiety, in contrast, motivates the student to avoid the new learning task and escape from it (Horwitz et al., 1986).

Eysenck (1979) suggested that anxious people can be easily distracted by “self-evaluation, worry over potential failure, and concern over the opinions of others” (as cited in MacIntyre & Gardner, 1994, p. 285); therefore, their attention must be divided between the task itself and preoccupations with their concerns, making the comprehension of the input more difficult and less efficient. Anxious students are aware of this interference; therefore, they attempt to compensate their difficulties with language learning by increased effort. Eysenck (1979) suggested there is a curvilinear relationship between anxiety and performance depending on the task difficulty (as cited in MacIntyre, 1995, p. 92) and thus, some level of anxiety may actually improve performance and facilitate learning. However, MacIntyre and Gardner (1994) point out that this type of result has been observed very rarely. They report that anxious students put more effort into language learning and study more than relaxed students, but it has not been documented that they show higher levels of achievement, suggesting that extra effort and extra time cannot compensate for the interference created by anxiety.

j. Impact of language anxiety on foreign language learning

Several studies have demonstrated that there is a negative correlation between foreign language anxiety and achievement (Aida, 1994; Horwitz et al., 1986; MacIntyre & Gardner, 1991; Phillips, 1992). Anxious students tend to receive lower

grades than students with lower anxiety. Nevertheless, the causal link remains unclear. Ganschow et al. (1994) suggested that poor language learning is a cause rather than a result of language anxiety. Students who do poorly in language classes would become anxious. On the other hand, Horwitz (2001) contends that anxiety is a cause of poor language learning. Correspondingly, MacIntyre and Gardner (1991) claim that learners do not start learning the foreign language with language anxiety. According to them, learners need to first form attitudes toward the language learning experience and only then anxiety occurs. Their theory implies that the problem is not so much in the learner but in the language learning experience. They further suggest that as foreign language proficiency increases, anxiety decreases.

Gregersen (2003) concludes that foreign language anxiety is of cyclical character: “As errors are made, learners become more anxious, and the more anxious they are, the more errors they make. High anxious learners will protect their social image with diminishing participation. Without participation, anxious students reinforce the cyclical dilemma of negatively affected performance due to the lack of practice”. Young (1991) also sees the link between anxiety and proficiency as reciprocal. She assumes that students who avoid speaking activities will not progress as quickly as non-anxious students and their level of anxiety will remain high.

2. Concept of Strategies

a. Definition of Strategy

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned design for controlling and manipulating certain information (Brown, 2001: 210). According to Saville- Troike (2006: 91) strategies are the behaviors and technique they adopt in their efforts to learn. Selection from among possible strategies is often a conscious choice on the part of learners, but it is strongly influenced by the nature of their motivation, cognitive style, and personality.

Oxford R. (1990: 1) define learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self- directed involvement, which is essential for developing communicative competence. Appropriate language learning strategies result in improved proficiency and greater self- confidence.

Learning strategies are becoming widely recognized throughout education in general. Under various names, such as learning skills, learning to- learn skills, thinking skills, and problem- solving skill. So, learning strategies are the way students learn a wide range of subject.

b. Types of Language Learning Strategies

There are two types of strategies, direct and indirect strategies (Oxford,1990: 57) namely:

1) Direct Strategies

Direct strategies are the language learning strategies that directly involve the target. Direct strategies require mental processing of the language but the three groups of direct strategies do this processing differently and for different purposes.

a) Memory Strategies

Memory strategy is the strategy with use grouping or using imagery. Storage and retrieval of new information are the two keys of functions of the memory strategy. These strategies help the learners store the memory the important thing they hear or read in the new language, thus enlarging their knowledge base. These strategies also enable learners to retrieve information from memory when they need to use it for comprehension or production.

Memory strategies reflect very simple principles, such as arranging things in order, making associations, and reviewing. Memory strategies help language learners to cope with this difficulty. They enable learners to store verbal material and then retrieve it when needed for communication. In addition, the memory strategy of structure reviewing helps move information from the fact level to the skill level.

Memory strategies fall into two sets: creating mental linkages, applying images and sounds, and employing action.

(1) Creating mental linkages

In this set are three strategies that form the cornerstone for the rest of memory strategies as grouping, associating and using context.

(2) Applying images and sounds

Four strategies include: using imagery, using keyword, semantic mapping and representing sound in memory. These all involve remembering by means of visual images and sound.

b) Cognitive strategies

Cognitive strategies are the strategy will use summarizing or reasoning deductively, enable learners to understand and produce new language by many different means. Cognitive strategies are essential in learning a new language. Such strategies are a varied lot, ranging from repeating to analyzing expressions to summarizing. With all their variety, cognitive strategies are unified by a common function: manipulation or transformation of the target language the learners. These strategies are also typically found to be the most popular strategies with language learners (Oxford: 1990: 45)

Cognitive strategies fall into two sets: practicing and creating structure for input and output.

(1) Practicing

There are five practicing strategies probably the most significant one is practicing naturalistically: repeating, formally practicing with sound and writing system, recognizing and using formulas and pattern, and practicing naturalistically.

(2) Creating structure for input and output.

There are three strategies are ways to create structure, which is necessary for both comprehension and production in the new language: Taking notes, summarizing and highlighting.

c) Compensation strategies

Compensation strategies are the strategy like guessing or using synonyms, allow learners to use the language despite their often-large gaps in knowledge. The compensation strategies help the learners to reducing knowledge limitations in all four skills. For beginning and intermediate language learners, these strategies may be among the most important. The compensation strategies are also useful for more expert language users, who occasionally do not know an expression, who fail to hear something clearly, or who are faced with a situation in which the meaning is only implicit or intentionally vague.

Compensation strategies fall into two sets: guessing intelligently in listening and reading, and reducing limitations in speaking and writing.

(1) guessing intelligently in listening and reading

Two strategies which contribute to guessing intelligently refer to two different kinds of clues: using linguistic clues and using other clues

(2) Overcoming limitations in speaking and writing.

There are three strategies use for reducing limitations in speaking and writing. Some of these are dedicate solely to speaking, but some can use for writing, as well: switching to the mother tongue, getting help and selecting the

topic.

2) Indirect Strategies

Indirect strategies are the strategies can support and manage language learning without directly involving the target language. The indirect strategies are useful in virtually all language learning situations and are applicable to all four language skills: listening, reading, speaking and writing. There are three types of indirect strategies:

a) Meta-cognitive strategies

Meta-cognitive strategies are actions which go beyond purely cognitive devices and which provide a way for learners to coordinate their own learning process. Meta-cognitive strategies are essential for successful language learning. It is like organizing, setting goals and objectives, considering the purpose, and planning a language task, help learners to arrange and plan the language learning in an efficient, effective way.

The meta-cognitive strategy of seeking practice opportunities is especially important. Learners who are seriously interested in learning a new language must take responsibility to seek as many practice opportunities as possible, usually outside of the classroom.

Meta-cognitive strategies include two strategies: centering your learning, and evaluating your learning.

(1) Centering your learning

This set of two strategies help learners to converge their attention and energies on certain language task, activities, skills, or materials. Use of these

strategies provides a focus for language learning: paying attention and delaying speech production to focus on listening.

(2) Evaluating your learning.

In this set are two strategies, both aiding learners in checking their language performance. One strategy involves noticing and learning from errors, and the other concern evaluating overall progress: self-monitoring and self-evaluating

b) Affective strategies

The term affective refers to emotions, attitudes, motivations and values. It is impossible to overstate the importance the affective factors influencing of language learning. Language learners can gain control over these factors through affective strategies. The affective side of the learners is the probably one of the very biggest influence on language learning success or failure. Good language learners are often those who how to control their emotions and attitudes about learning.

Affective strategies include two strategies: lowering your anxiety, and encouraging yourself.

(1) lowering your anxiety

Three anxiety reducing strategies are list. Each has a physical component and mental component: using progressive relaxation and deep breathing, using music, and using laughter.

(2) Encouraging Yourself

This set of three strategies never forgets by language learners, especially those who expect encouragement mainly: making positive statements, taking risk wisely, and rewarding yourself.

c) Social Strategies

Language is a form of social behavior. It is communication and communication occurs between and among people. Learning a language thus involves other people and appropriate social strategies are very important in this process. Social strategies help the students learn through interaction with others.

Social strategies involve interacting with one or more people to improve language skills. These strategies are the basis of social learning, which not only increases learner's language performance but also enhances self-worth and social acceptance. In the area of language learning, social strategies have accrued the same benefits, as well as the following additional advantages: better students and teacher satisfaction, stronger language learning motivation, more language practice opportunities, more feedback about language errors, and greater use of different language function.

Social strategies include two strategies: asking questions and empathizing with others

(1) Asking Questions

This set of strategies involves asking someone, possibly a teacher or native speaker or even a more proficient fellow learner for clarification,

verification and correction: asking for clarification and verification and asking for correction.

(2) Empathizing with Others

Empathy can be developing more easily when language learners use these two strategies: developing cultural understanding and becoming aware of others thoughts and feelings.

c. Strategies in Reducing Students' Anxiety in Speaking English

O'Malley and Chamot (1990) combined social and affective strategies to produce socio-affective strategies, while Hsiao and Oxford (2002) concluded from their study using factor analysis that they should be separated. Oxford's (1990) Strategy Inventory for Language Learning (SILL) remains the most comprehensive inventory of affective strategies and covers:

- Anxiety reduction (using progressive relaxation and deep breathing exercises, music and laughter);
- Self-encouragement (making positive statements, taking risks wisely, and rewarding yourself);
- Monitoring emotions (listening to your body, using a checklist, writing a language learning diary, and discussing feelings with others).

According to Kondo & ling (2004: 262) state that there are five strategies to reducing language anxiety in speaking English. One goal of this investigation is to develop a typology of strategies that students use to cope or to reducing their anxiety. The five strategies identify in the present investigation are quite similar to those

observe in test-taking situations:

1) Preparation

Preparation refers to attempts at controlling the impending threat by improving learning and study strategies. Preparation can be considering a behavioral strategy because it focuses on behavioral components of language learning that are related to effective performance in class. Use of these strategies will be expected to increase students' subjectively estimated mastery of the subject matter, and hence reduce the anxiety associated with the language class. So, preparation is the action or process of getting ready for some occasion, test, or duty.

The typical items of preparation are: Try to get used to using English, study hard, ask for help from friends, check dictionary, ask the teacher some questions, practice English in the mind, listen carefully what the teacher says, try to perform better, try to make a habit of studying English every day, prepare yourself better, I think carefully about where I am having trouble, try to read carefully, concentrate on the class, I peruse the material before I am called on by the teacher and etc.

2) Relaxation

Relaxation is characterized by its affective quality in that it aims at alleviating bodily tension associated with emotional arousal. Relaxation involves tactics that aim at reducing somatic anxiety symptoms. The relaxation brings the system back into balance, reducing stress and anxiety hormones and increasing blood flow to the brain. Relaxation is a mentally active process that leaves the body relaxed.

Typical items of relaxation are: take a deep breath, calm down, close the eyes, pretend to be calm, shake the body, touch the hair, play with the hands, look at the watch and etc.

3) Positive thinking

Positive thinking refers attempts to suppress or alter problematic thought processes related to the language learning. Positive thinking is characterized by its palliative function of suppressing problematic cognitive processes that underlie students' anxiety. Positive thinking may reflect our outlook on life and our attitude toward our self. These strategies are intended to divert attention from the stressful situation to positive and pleasant cues and bring relief to the anxious student.

The items of positive thinking are: self-confident, enjoy the lesson, believe in our self, take it easy, tell our self that we can do it, say a prayer, not to think of the consequences, tell our self that we not anxious, enjoy the English, think of a joke, imagine that our self-giving a great performance, use the anxiety to motivate our self, not to take it seriously and etc.

4) Peer seeking

Peer seeking is distinguished by students' willingness to look for other students who seem to have trouble understanding the class and/ or controlling their anxiety. For the anxious student, the realization that others are having the same problem may serve as a source of emotional regulation by social comparison.

The typical items of peer seeking are: tell our self that difficult problem for us are also difficult for the others, tell our self that the other must be anxious, look for

others who are having difficulty understanding the class, talk with friends around us and etc.

5) Resignation

Resignation is characterized by students' reluctance to do anything to alleviate their language anxiety. Students reporting examples of resignation seem intent on minimizing the impact of anxiety by refusing to face the problem.

The typical items of resignation are: give up, crying, stop paying attention, accept the situation, sleep in the class, do not make useless resistance, and try to put up with the situation.

3 Concept of Speaking

a. Definition of Speaking

Speaking is active or productive and makes use of the aural medium. If we think of speaking in term of use, however, the situation was rather different (Widowsson, 1983: 58). Brown, (2012) state that speaking is an interactive process of constructing meaning that involves producing and processing information. Speaking requires that speaker not only know how to produce specific point of language such as grammar, pronunciation, but also that they understand when, why, and what ways to produce language.

Vanbarren (1999: 126) states that speaking is a key to communication; it is certainly needed by everyone particularly by the students. The ability to communicate

in a second language clearly and efficiency contributes to the success of the students in the school and success later in every phase of life. Therefore, it is essential that language teacher pay great attention to teaching speaking.

From the definition above, the researcher concludes that speaking is a form to say or talk something with expressing of ideas, opinions, view and description to other for getting response or way of conveying message on order to make understanding of wishes to other and to contribute to the other. To do speaking activities, it is must involve the speaker and the listener or only speaker involved.

b. Characteristic of Successful Speaking

According to Burn, et.al (1997: 102), characteristic of successful speaking they are:

1) Learners talk a lot

As much as possible of the period of the time allotted to the activity is in fact occupied by learner's talk this may seem obvious, but often most time is taken up with teacher talk or pauses.

2) Participation is even

Classroom discussion is not dominant by a minority of talkative participants (all get a chance to speak).

3) Motivation is high

Learners are eager to because they are interested in the topic and have something new to say because they want to contribute to achieving task object.

4) Language is an acceptable level

Learners express themselves in utterances that relevant, easily comprehensible to each other.

c. Variation within spoken language use

Luoma (2004: 22) divide into two variation of spoken language use, namely:

1) Talking to chat and talking to inform

The types of talk can occur in one and the same speech event; in fact, this is what normally happens. Information related talk often comes sandwiched between social chat, and a social chat can easily turn into a serious discussion.

2) Talking in different social situations

The speaking framework lists the potential social and contextual factors influencing speech as:

(a) Situation

The physical setting (for instance a classroom) and the nature of the event (for instance an end-of-term test of speaking).

(b) Participants

Speaker, hearer, audience, etc.; for instance, two examinees, an interlocutor and an assessor (whether present in the situation or absent, only listening to the interaction afterwards from tape).

(c) Ends

Conventional outcomes of the event, if any. For instance, accomplishing whatever task is the goal of the event, or producing a test score and verbal feedback. The ends also include the individual participants' goals, such as exposing the strengths and weaknesses of the examinees' speaking ability, showing one's ability to speak a foreign language at its best, or making fair and equitable assessments.

(d) Act sequence

The form and content of speech acts: the content of what is said, and the way it is said; how each act is spoken, and the sequence of acts in the discourse.

(e) Key

Tone, manner, or spirit of act; for instance, supportive, friendly, open, formal, impersonal, tentative, withdrawn.

(f) Instrumentalities

Channel or mode, e.g. spoken, written, pre-recorded. Forms of speech: dialects, accents, and varieties used.

(g) Norms

Norms of interpretation and norms of interaction, such as right/responsibility to initiate topics, ask questions, express views, ask for clarification, explain, elaborate.

(h) Genre

Categories such as a joke, lecture, description, instruction, storytelling, presentation.

d. Functions of speaking

Richards (2008: 21) use an expanded three-part version of Brown and Yule's framework (after Jones, 2001, and Burns, 1998): talk as interaction; talk as transaction; talk as performance. Each of these speech activities is quite distinct in terms of form and function and requires different teaching approaches.

1) Talk as interaction

Talk as interaction refers to what we normally mean by "conversation" and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so, on because they wish to be friendly and to establish a comfortable zone of interaction with others.

2) Talk as transaction

Talk as transaction refers to situations where the focus is on what is said or done. The message and making oneself understood clearly and accurately is the central focus, rather than the participants and how they interact socially with each other.

3) Talk as performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches

e. Speaking Scale

The Finnish National Certificate scale (National Board of Education, 2002) in Luoma (2004) is a holistic scale with six levels. Holistic scales express an overall impression of an examinee's ability in one score. When holistic scales are used as rating scales, the raters may be asked to note several different features in the performances or pay attention to overall impression only. The scale is actually a descriptive scale intended for examinees and teaching professionals.

- 1) Speaks fluently with few if any non-native features, such as a foreign accent. Is capable of expressing even subtle nuances of meaning with precision, and also makes varied and appropriate use of idiomatic expressions. Is able to describe even a complicated topic and to include sub-themes in the description, to develop different viewpoints and to bring the presentation to an appropriate conclusion.
- 2) Speaks fluently without frequent obvious need to search for an expression. Delivery characterized by naturalness, coherence and appropriate length. Is able to present a clear and detailed description of even a complex topic. Can use idiomatic expressions and everyday expressions, and is able to express nuances fairly well.

- 3) Copes fairly well even in less familiar speech situations. Makes a distinction between formal and informal registers, at least to some extent. Is able to present and justify an opinion comprehensibly. Is able to talk about and describe sights, sounds and experiences. Is obliged only rarely to use circumlocutions in everyday communication because of inadequate language proficiency.
- 4) Copes with the most familiar speech situations and is able to take the initiative in everyday language-use situations. Speech may be quite slow but there are few unnatural pauses. Is comprehensible despite transferring native or foreign language structures and vocabulary to the target language. Pronunciation may clearly deviate from target language standards.
- 5) Copes with routine speaking situations that require a simple exchange of information. Nevertheless, the speaker's language proficiency considerably restricts the range of matters that can be dealt with. Successful communication of a message presupposes that the interlocutor is willing to help the speaker in forming the message. Pronunciation may deviate clearly from the target language norm, thus requiring special effort from the interlocutor and impeding successful communication. Is able to ask and reply to simple questions dealing with immediate everyday needs. Can make use of simple polite forms. Copes with the very simplest speaking tasks, but communication is slow and very fragmented. Often obliged to resort to nonverbal means in order to be understood.

C. Resume

In this section, researcher firstly summarized what has been studied in term of anxiety on English as foreign language learning, specifically strategy in reducing the students' anxiety. Furthermore, considerable research has been conducted of anxiety in EFL learner in different aspects and terms of the purpose, including the research on effect of self-esteem, anxiety, gender, and the relationship among the independent variables on oral communication of EFL learners by Dollah (2009), The strategies to help students reducing foreign language speaking anxiety, foster motivation, and increase foreign language performance by Tsiplakides and Keramida (2009), Liu (2012) investigated the comprehensive understanding of foreign language anxiety by exploring its relations to motivation, autonomy, listening proficiency, and reading proficiency, causes of anxiety faced by students and gives them possible ways for mitigating anxiety while improving students' oral proficiency by Zhiping and Paramasivam (2013), and increasing ESL Students' Language Anxiety In-Class Oral Presentations by Chen (2015). In spite of this growing body of research into classroom presentation method, a handful of research on anxiety focused to investigate the students' strategy in reducing their anxiety in speaking performance.

Related to the explanation of some pertinent ideas, the researcher concluded that anxiety is a psychiatric state that is filled with worries and fears of what might happen. The general description of anxiety is feeling depressed, uncomfortable and chaotic minded with many regrets. In this section, the researcher put the concept of

anxiety such as definition of anxiety, foreign language anxiety, speaking anxiety, type of anxiety that distinguished into three (Trait anxiety, state anxiety, and Situation Specific Anxiety), factors cause of students' anxiety in speaking English, facilitating and debilitating anxiety, and Impact of language anxiety on foreign language learning. Completely, this chapter also lied about concept of students' strategy and then concept of speaking as supporting explanation literature of this study.

D. Conceptual Framework

The researcher tried to formulate the conceptual framework that was relevant to this research as follow:

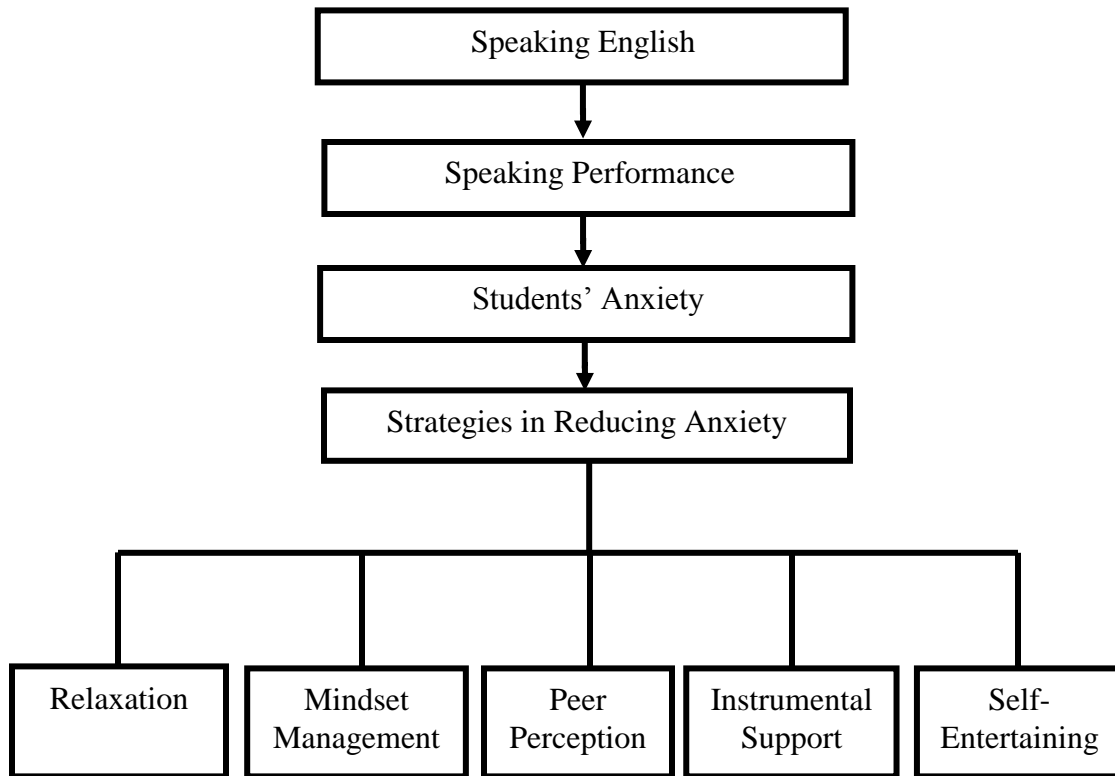


Figure 2.1. Conceptual Framework

This research investigated the student's anxiety and their strategy to reduce it in their speaking performance of teaching and learning process at EFL classroom. Students' anxiety refers to the feeling about worries and fears of the students in classroom interaction. In this research, the researcher focused on investigating the strategies that was used by the students to reduce their anxiety, and then the researcher categorized their strategies based on Kondo and Ling (2004) theory as the

comparison theory. There were five strategies used by the students to reducing language anxiety in speaking English, namely: relaxation, mindset management, peer perception, instrumental support and self-entertaining. The researcher observed the categorized the students' techniques or strategies to reduce their anxiety in speaking English performance which might occur in the classroom during the students' performance in the teaching learning process.

CHAPTER III

RESEARCH METHOD

This chapter covers of the research, subject of the research, the instrument of the research, the procedure of data collection, and technique of data analysis

A. Research Design

This research employed the descriptive qualitative method. Sugiyono (2009) who stated that qualitative research is descriptive; it means that collecting data is in the form of words rather than the number. Otherwise, Descriptive research is defined as a research method used to describe the existing phenomena as accurately as possible (Atmowardoyo, 2018). Furthermore, the purpose of qualitative research focuses and deal with promoting a deep understanding of a particular phenomenon such, environment, a process, or even belief. In this case, the research collected, analyzed, and interpreted the data than described it. This method intended to describe everything related to the topic of the research. Which was described the students' strategy to reduce their anxiety in speaking performance. To find qualitative data in this research, the researcher obtained the data namely to find out the students' strategy to reduce their anxiety through the combination of observation, interviewing, document collection.

The researcher collected the data by using observation in order to see the effect of anxiety in English speaking performance and used the interview as well to reveal the strategy used by the students to reduce anxiety in classroom Presentation.

B. Operational Definition

1. Anxiety is a psychiatric state that is filled with worries and fears of what might happen. The general description of anxiety is feeling depressed, uncomfortable and chaotic minded with many regrets.
2. Language Anxiety is the distinct complex of self-perception, feeling, beliefs and behavior related to the uniqueness of the language learning process particularly in speaking English in the classroom.
3. The strategy is a process to determine the direction that must be done in order to achieve the expected goals according to the opportunities and threats of the external environment encountered with internal capabilities possessed
4. Learning strategies are steps taken by students to enhance their own learning.

C. Subject of the Research

The subjects of this research were students in Al-Fityan Senior High School of Gowa. This research applied the purposive sampling technique in getting data and then focused on English speaking class. Therefore, the researcher chose all the students of two classes at the XII grade in 2016/2017 Academic year as the subjects of the research.

In term of selecting the students as subjects of the research, the researcher chose the students based on the classes that were taught by the English teachers and also based on speaking English material in the class actively. So, the total numbers of the research subjects were 50 students from two classes and each class have 25 the students. The researcher interview all the research subjects and observed 12 students who performed only in these subjects to cover all of the students in Al-Fityan Senior High School.

D. Instrument of the Research

Several instruments were employed to support this research, instruments that were employed in this research as like:

1. Observations sheet

In this research, the researcher used observation to get the data in the classroom. In addition, the observation was conducted to find out the real or factual situation of the teaching process and to understand the natural environment as lived by participants, without altering or manipulating it. During the observation, the researcher used observation sheet to note all the possibility of students' anxiety indication and to note the students' symptoms of anxiety.

2. Interview Protocol

The interview is a way of collecting data by delivering some questions to the informants directly so that the researcher interviewed the students. It was used as an

instrument to get information or data about the students' strategy used to reduce anxiety in speaking English performance. In conducting an interview, the researcher used the semi-structured interview. After the class end, the researcher interviewed the students who had speaking performance to get information or data about their anxiety effect and the strategy to reduce their anxiety. Hence, the researcher formulated the question protocol that consists of five preliminary questions and six main questions to make easy in interviewing the students.

3. Recording

The recording is an important instrument that used by the researcher to save the data and in other avoids the loss of data. Besides that, the researcher also recorded the interview by using audio record and video record. In addition for observation and interview, information gathered also through recording. This third primary data collection technique was examining records. The researcher recorded the activities in the classroom. The researcher used a smartphone to take an audio recording and used Camera to take video recording. It also was used to take pictures as a proof during the research. Furthermore, one smartphone was used in each class to record in front of the classroom and one Camera at the back to get clear material and to make sure that all students can be seen and their voices can be heard in the video. Thus, the researcher chose video recording to record the students speaking English Performance process, participants' nonverbal interaction, and material activity that

will not be seen if one simply uses an audio recorder. In addition, the researcher used an audio recording to record the participant when interview.

E. Procedure of Data Collection

As this study aimed to give a detailed analysis of factors causing language anxiety of EFL learners in the classroom presentation, the following procedure of collecting data cover several types:

1. The researcher attended to the classroom to observe the students' performance and asked permission from the teacher for doing observation until the end of the presentation.
2. The researcher observed the whole speaking class in the classroom for each meeting constantly until the researcher got enough data. In conducting observation, the researcher recorded the student speaking English performance and the utterances that produced by the student as a presenter during the presentation of this research by using a video recorder. The recording carried out in relaxing and natural ways. Importantly, the researcher did not inform the observed student about the specific objective of the observation to keep the situation of the presentation as real as natural as possible.
3. While recording, the researcher made notes related to the students' performance in the classroom.

4. At the end of exploring the research, the researcher carried out the interview of the students, the interview conducted as the semi-structured in-person interview to focus on the collection of students' performance and "effective" coping strategies that the students frequently adopted in the presentations. The data from this instrument revealed the type of anxiety which was experienced by the students and support to answer the strategy that may use students to reduce anxiety in speaking English performance. In order to avoid the participants becoming anxious in the interview, the researcher focused on interaction which created a friendly and comfortable interview atmosphere to produce reliable information.
5. The research transcribed, identified, and classified the data; the researcher only transcribed the students' interview result in the classroom performance.

F. Technique of Data Analysis

After the data collected, the researcher analyzed the observation and interview result. In process of data analysis, the researcher transcribed the data from audio recording into the written transcript. It was related to Kaelan, (2005), data analysis is a process of rasing the data orderly, organizing in one pattern, category, and describing the data unity. Based on the explanation above, the data should be ordered, grouped based on the pattern, category and unity. So, it makes easy for the researcher to analyze the data. The researcher used qualitative data analysis based on Miles &

Huberman's theory (1994) in Atmowardoyo (2010), which stated that the data was collected then analyzed. The results of the analysis are displayed then verified. Which stated that the data is collected then analyze. The analysis consists of three steps of activities: data reduction, data display, and conclusion and verification.

1. Data reduction

Data reduction means choosing, focusing attention on simplifying, abstracting and transforming the raw data. In the process of data reduction or reducing data, the qualitative data can be transformed and simplified in several ways; selecting, summarizing, grouping, categorizing, coding or parting. It means data reduction is the process where the researcher would identify and choose the most important part which is relevant to the topic. So, this analysis would focus on observing the suitable data of the research and interview the students which questions had been formulated until data was saturated.

2. Data Display

After the data was reduced, the next step is data display. The display means a group of information that would lead the researcher to draw the conclusion. The data display would transform or transcribe from video and audio record to be the text description. By displaying the data, it could be seen what the data should be reduced or taken. The presentation of this data was equipped with data analysis that included analysis of observation results, analysis of documentation results and analysis of interview results.

3. Conclusion or verification

The last step in this process was the conclusion or verification. The researcher made the conclusion based on the data display like the new theory and it also could answer the research questions above. The researcher concluded about students' anxiety effect in students' speaking performance and also their strategy in reducing their anxiety in speaking English performance.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter describes the data being collected from observation and interview, namely findings. The discussion is organized based on the research questions that underpin the study. In the discussion session, further explanation and interpretation of findings are given.

A. Findings

The findings consist of the data obtained through audio recording, classroom observation and interview based on the descriptive qualitative research design in AL-FITYAN Senior High School of Gowa. The researcher collected the data from November 23rd, 2017 until December 30th, 2017. The researcher recorded the students speaking performance in classroom observation was about 90 minutes in each meeting.

These research findings consist of the data obtained through video/audio recording of the classroom observation and interview. Observation used to analyze the students' symptoms of anxiety then determined the aspects of anxiety. Meanwhile, the interview definitely employed to find the data in answering three research questions that the researcher formulated which consist of aspects of students' anxiety, the effect of anxiety in students' speaking performance and the strategies that students apply in reducing their anxiety in speaking English.

Particularly, the researcher showed the findings by showing the field note of the observation and giving example extract for every student's answer of the interview in the classroom.

1. Observation Display

In this part, the researcher displayed classroom observation in form of field note then explained findings to answer the research questions. The researcher displayed the field note with a table as follow.

Table 4.1 Field Note

Subject	Field Notes
Symptoms of anxiety	<ul style="list-style-type: none"> • Students are reluctant to start the performance • Students seemed to wipe sweat at the beginning of the performance • Students looked blushed • Pointing a friend before starting a performance • Wiping the hair / scratching the head • Have the other students move to not pay attention to him/her when performance • Looks tense • Silent and bow before speaking • Frequently looking down and looking up • Often looking up or sideways in the window
Effect of anxiety	<ul style="list-style-type: none"> • Looks stammered in delivering speech material • The Performance is quite short • Confused to find sequel of material delivered in speaking performance or looks like do not mastering the material
Strategy to reduce the anxiety	<ul style="list-style-type: none"> • Bring a book • Doing other activities before speaking performance • Gesticulate • Not paying attention to the audience • Inserting hand in pants pocket • swaying foots • seemed to take a deep breath • Leaning both palms behind the wall then resting on it.

(See Appendix 2, on Page 103)

Based on the table above shows that the researcher divide into three categories

then explained to them as follow:

a. Symptoms of Anxiety

In this section, the researcher tried to classify the findings from the observations that were made during the students' speaking performance. The researcher wrote field notes about the anxiety symptoms that experienced by the students. From some of these symptoms, the researcher then summarized the symptoms into several aspects of anxiety:

1) Worried

From the above field note indicates that there were two findings that the researcher categorized as students' concern in doing the speaking performance that was found in points 1 and 8 in the table that students were reluctant to start speaking performance and students were silent and bowed before speaking performance. It is based on the worried notion which means feeling anxious about something that will probably happen in the future.

2) Nervous

From the above field note indicates that there were four categories that indicated the students experience nervous when doing speaking performance that was at point 2,5,9, and 10 which explained that student look to sweat at the beginning of performance, rubbing hair/ scratching head, often subdue view later look up and often gaze up or sideways in the window. As known that all of them are indicated as the symptoms of nervous that faced by the students when speaking took place.

3) Fear

From table field note above was found the symptoms of fear experienced by the students that were pointed on point 7 and 8 which explained that some students seemed tense during the speaking performance and also seemed silent and bow before speaking performance. This is due to the fear experienced by the students against the various possibilities that would occur during the speaking performance, such as fear of being criticized, afraid of ridicule or fear of being scolded.

4) Shame

From the field note above, students looked embarrassed when they started or during the speaking performance. This is shown in points 3 and 6 where the students appeared to be smiling or embarrassed when they want to start speaking performance. These symptoms clearly indicated that the students embarrassed in speaking performance, so that all of the reasons shown in the field note above, the researcher concluded about the types of anxiety shown in those symptoms.

b. Effect of Anxiety

In this section, the researchers classified the observations results on students' performance who indicated the emergence of students' anxiety effects during speaking performance. The symptoms are:

The first, there were some students who seemed to stammer in delivering their speaking material. From those findings, the researcher concluded that the delivering method of students who stammered in speaking performance as the effect of anxiety. *The second*, the researcher found some students perform a fairly short performance. This shows that the effect of anxiety is the students' inability to perform speech with

suitable time and wide material explanation. It deals with the effects of anxiety.

The third, the researcher found in the field that some students looked confused in searching for the continued material that was delivered when doing a speech performance or looked like not mastering the material. *The fourth*, the researcher found that some students did not focus on speaking performance in front of the class. This is due to an excessive anxiety factor that felt by students. The effect of excessive anxiety would make the students unable to concentrate and could inhibit all activities.

c. Strategy to Reduce the Anxiety

In this section, the researcher found some students activities that were done at the beginning or during the speaking performance. It can be concluded as part of the strategy to reduce their anxiety. This is because the results of the analysis showed that when the students were doing a performance, the symptoms of anxiety that appeared before to be reduced. Some students' strategies that can be seen in the above table as like:

The first, students brought the book during the speaking performance. These activities seemed to help the students to have more confidence in conducting speaking performance. Thus in the process of speaking, the students' performance seemed fluent. The second was doing other activities before the performance. Those were like; closing the door, walking up and down or tidying clothes, and the last was leaning both palms behind the wall then leaning on it. This was the activity to cover the nervousness that they experienced before doing a performance. The third was the hand-cuffing, moving the legs and also put the hand into the pocket. It is also done by

students in order to mask and reduce the anxiety on themselves while speaking took place.

Other activities undertaken by students is like in the fourth part that students do not stare or pay attention to the audience, it was not affected by the activities undertaken by the audience that could be able to increase the level of anxiety. The fifth, the students were seen breathing deeply when they were anxious. Thus, it could make them be relaxed. From several descriptions of the above results will also be strengthened in the discussion part subsequent chapter.

2. Interview Display

In this part, the researcher transformed the audio recording of the interview result then displayed as the extraction for different categories. These findings are classified into three main parts.

a. Aspects of Anxiety

After obtaining the data through audio recording, field note of the observation, and interview, the researcher found that there were four aspects of anxiety experienced and showed by the EFL students in their speaking performance namely worried, nervous, fear and shame. To find out the aspect of anxiety, the researcher used a semi-structured interview to ask the students feeling while performance and used field note to categorize the students aspect of anxiety. The interview was carried out with the students at the 2nd semester at the XII IPA grade of

AL-FITYAN Senior High School of Gowa.

1) Worried

From the result of the interview was conducted among the students, the researcher found that most of the students have felt worried about their speaking performance. The researcher presented the example extract as follow:

Extract 1

Researcher: *apakah anda merasa cemas ketika melakukan speaking performance dikelas?*

do you feel anxious when speaking class performance?

Students : *Di kelas?*

In the classroom?

Researcher: *Iya di depan teman-teman and?*

Yes, in front of your friends

Students : *Ia ragu-ragu*

Yes, I am worry

Researcher : *Cemas? Eh apa yang membuat anda merasa cemas? Apakah karena malu didepan kelas tampil, atau malu dengan gurunya atau penguasaan materinya atau apakah kira-kira menurut anda?*

Anxious? Eh what makes you feel anxious? Is it shame to performance in front of the class or embarrassed by the teacher or the mastery of the material, what do you think?

Students: *Terlalu Khawatir*

Very worried

(See Appendix 4, transcript 2, 3 and 8 on Page 118, 120 and 133)

From the data exposure above shows that some students said when they were speaking performances, they felt worry or doubt. As a stated that “Yes, *I am worried*” That feeling appear when they were speaking in front of the class because they felt less readiness or less preparation before speaking English performance. Another reason said that they were worried about their capabilities could not satisfy and many

students worry when they forgot what they would present in speaking performance.

From that extraction, the researcher categorizes worried as a kind of anxiety.

2) Nervous

Most of the students answer stated that they felt worried about their speaking performance. The researcher presented the example extract as follow:

Extract 2

Researcher : *Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda ?*

Does your feeling anxious before speaking performance influence toward mastery your material?

Students : *Iye, sangat berpengaruh kak, karena jika biasa tiba-tiba dumba-dumba pertama baru pas naik seperti langsung bleng*

Yes, very influential kak, because if I suddenly feel nervous, then going to performance directly blank.

Researcher: *Bagaimana kecemasan yang anda rasakan ketika melakukan kecemasan yang dirasakan, kegugupan yang dirasakan? Bagaimana?*

How is the anxiety that you feel in speaking performance, nervousness? How?

Students: *Gugup untuk berkata kata*

Nervous to say some words

(See Appendix 4, transcript 1 and 7 on Page 116 and 131)

From exposure data above shows that most of the students experienced the nervousness when they would do speaking performance or during a speaking performance. It was caused by common factors that were stage fright, as noted in the above transcription namely "*if I suddenly feel nervous, then going to performance directly blank*" The stage fright is one of the main factors that make the speaker nervous when they want to do speaking performance. That feeling appears suddenly from the person itself, as revealed in the above transcription "*Nervous to say some words*". Consequently, this feeling is categorized as an anxiety form.

3) Fear

This kind was taken from the interview section. The interviewee of this section was the students who had presented their performance in speaking class. This data found from the interview process as the example extract below:

Extract 3

Researcher : *Perasaan cemas seperti apa yang anda rasakan?*

What kind of anxiety do you feel?

Students : *Eee kayak Takut takut*

Be afraid/ timid

(See Appendix 4, transcript 11 on Page 142)

From the data exposure above shows that fear is one of the anxiety experienced by the students during a speaking performance. Many students who afraid of various reasons, like they tended to feel afraid to make a mistake when speaking performance. The second reason, many students felt fear to be criticized about the results of their performance. Other reason stated that feeling fear arose from the assumption that their friends are looked down their appearance. This can be seen in the students' statement in data transcription from the interview as follow "*be afraid*". It means that the students felt fear when they were speaking performance.

4) Shame

From the interview, the researcher got some of the students who were shy to do a performance in front of their friends or audience. It can be seen in the example extract as follow:

Extract 4

Researcher : *Oh, Baru malu kalau cewek?*
 Oh, do you feel shamed with the girls
 Students : *Iya, Baru malu*
 Yes, I am. I am shy
 Students : *Eee kalau saya pemalu memang*
 Eee, actually I am prude man
 Researcher : *Malu?*
 Shame?
 Students : *Iye*
 Yes

(See Appendix 4, transcript 4 and 9 on Page 122 and 136)

From the data description above shows that most of the students who speaking performance felt shame, as the students said in the interview that “*I am shy*” this shows that one variable of students anxiety in speaking performance is feeling ashamed, it's caused that they were afraid of being ridiculed or embarrassed with their appearance.

b. The Effect of Anxiety

The second objective of this research is to find out the effect of anxiety in students' speaking English performance. Furthermore, the data was taken by the researcher with doing an interview to the students on the 2nd semester at the XII IPA grade of AL-FITYAN Senior High School of Gowa.

Furthermore, from the interview, the researcher found that there were four effects of anxiety experienced and showed by the EFL students in their speaking performance namely decrease in mastery the material, forgetting the material or blank, less of eloquence, unsatisfactory achievement. That was concluded through

observation and the interview result during students speaking English performance.

1) Decrease in mastery the Material

From the interview, the students explained when they felt anxious during the performance, their concentration would be down. Consequently, the mastery of the material would decrease. It can be shown from the extraction as follow:

Extract 5

Researcher : *Seberapa besar pengaruh kecemasan anda pada saat speaking performance berlangsung? Seberapa besar pengaruhnya kira-kira itu kecemasan atau was-was atau ragu-ragu ketika speaking performance berlangsung?*

How big your anxiety effect when speaking performance? How big the affect does the anxiety or hesitation when speaking performance takes place?

Students : *Kalau saya lebih berpengaruh kak pada penguasaan materi*
If I am, more influence on the mastery of the material

Researcher : *Penguasaan materinya berkurang?*
Is the mastery of the material reduced?

Students : *Iye*
Yes

(See Appendix 4, transcript 1 on Page 116)

From the results of the interview above indicated that one of the anxiety effects in speaking performance was mastering of the material. As conveyed by the students that '*If I am, more influence on the mastery of the material*'. From the students' explanation above, the researcher got information or obtained data about the effect of anxiety. The students said that when they felt anxious about their speaking performance, then their mastery of material would decrease so that in conducting the performance was not maximal. That was also visible when the researcher was doing

observation in the students speaking performance. The students seemed un-fluency or stammer in conveying the material.

2) Forgetting the Material or Blank

This effect was taken from the interview section. The interviewee of this section was the students who had presented their performance in speaking class. In this research, there were many students said that they were suddenly blank or forgetful the material when they perform in front of the class. As shown on the extraction below:

Extract 6

Researcher : *Sangat berpengaruh ? contohnya?*

Is it very influential? What is the example?

Students : *Karena biasa eh terlalu cemas, biasa dilupa apa yang ingin disampaikan*
Because sometime too anxious, I usually forget what to say

Students : *Eee iya kalau berlangsung, misalnya lupa apa yang ingin disampaikan*
Eee yes for example if it goes on, I forget what to say

Researcher : *Lupa yang mau disampaikan, tiba-tiba bleng begitu maksudnya?*
Do you forget what do you want to deliver? Suddenly blank, do you mean like that?

Students : *Iya ketika tiba-tiba saja bleng*
Yes, suddenly blank

(See Appendix 4, transcript 2 and 8 on Page 188 and 134)

From the results of the interview above shows that one of the anxiety effects was sometimes forgetful or even blank of the material what would be delivered and cannot continued their speaking performance. If the students felt anxious about their speaking performance, they would lose or forget their subject. As a stated by the students in the interview that "*I forget what to say and suddenly blank*" from the students' explanation revealed that one of the effects of students' anxiety was a

material mastery factor that they sometimes forgot when they were anxious. This was also seen from the results of observations that found the appearance of students who seemed to forget the material that they would convey.

3) Less of Eloquence/ Concentration

This effect was taken from the interview section. The interviewee of this section was the students who had presented their performance in speaking class. From the interview, there were three feelings that can make people less confident; even can make a person feel unable to speak in public.

Extract 7

- Researcher : *Apakah kecemasan yang anda rasakan pada saat speaking performance berpengaruh terhadap penguasaan materi anda?*
Does feeling anxious affect to the mastery of material in speaking performance?
- Students : *EEE biasanya sih kalau nerves sekali sebelum itu biasanya eee tiba-tiba ditengah-tengah performance it biasa dilupa atau pokoknya sih berpengaruh kalau terlalu cemas atau terlalu dumbak-dumbak biasa seperti dilupa atau seperti tidak lancar atau tidak fasih.*
EEE usually if I feel nervous, I suddenly forget in the middle of the performance or anyway it is influenced if too anxious or too worried, I usually forget or not fluent in speaking.
(See Appendix 4, transcript 15 on Page 147)

From the students' answers in the interview above shows that the effect of students' anxiety when speaking performance was not fluent in speaking. As stated that "*I suddenly forget in the middle of the performance or anyway it is influenced if too anxious or too worried, I usually forget or not fluent in speaking*" the student's answer was one of evidence about the effects of feeling anxious encountered when doing a speaking performance or lose concentration. It was also evidenced by the

observation that the students seemed to be stuttered in speaking performance or sometimes repeated what has been delivered.

4) Unsatisfactory Achievement

The final result from the anxiety effect is unsatisfactory achievements. This data found from the interview process. Some students argued that their presentation out of expectation caused by the anxiety. We can see the extraction below:

Extract 8

- Researcher : *Kalau begitu seberapa penting strategi untuk mengatasi kecemasan dalam speaking performance, menurut anda?*
 So that, how important is the strategy to overcome anxiety in speaking performance, what do you think?
- Students : *EEE sangat penting menurut saya. Karena kalau misalnya kita cemas diawal pasti hasilnya tidak terlalu maksimal, tidak sesuai yang kita harapkan.*
 EEE it is very important for me. Because if for example, we are early anxious, the result is not maximal or not as we are expected.
 (See Appendix 4, transcript 15 on Page 148)

From the above extract shows that the influence of students' anxiety in conducting speaking performance can lead the speaking achievement results that are not maximal or unsatisfactory. As stated in the interview above that *"if for example, we are early anxious, the result is not maximal or not as we are expected"*. According to the students' admission when they felt anxious, surely the results of their speaking performance would not satisfy or would not be maximized.

c. Strategy in reducing The Anxiety

The strategies to reduce the students' anxiety as the final conclusion from the

data were taken by the researcher with doing observation and interview to the students on the 2nd semester at the XII IPA grade of AL-FITYAN Senior High School of Gowa.

Consequently, this part is the final objective of this research that presented the strategies to reduce the anxiety in students speaking English performance. From the doing observation and interview, the researcher classifies some categories about the strategies that were used by the students to reduce their anxiety in speaking English performance, like relaxation, mindset management, peer perception, and instrumental support.

1) Relaxation

One of the cornerstones of treating anxiety is to practice relaxation techniques. However, if we don't make time to practice these exercises, then we probably will not occur. Relaxing can be such an effective stress reliever and can help benefit our mind, body, and spirit. From the data obtained, the researcher found some types of relaxation that used by the students. Those are: taking a breath deeply, shaking the body, and closing the eyes.

a) Taking Breath Deeply

This type of relaxation was taken from the interview and observation as supporting data during and after taking speaking performance of the XII IPA classroom. From the data shows, there were some students using respiration strategy to reduce their anxiety when they felt anxious. The data show from the extract as

follow:

Extract 9

Researcher : *Oh, seperti apa cara mengatasi atau strategi atau cara mengurangi kecemasan yang anda gunakan dalam menekan atau mengatasi kecemasan itu?*

Oh, what like do your strategy to overcome or how is the strategy to reduce the anxiety that you use in reducing or overcoming the anxiety?

Students : *Mengatur nafas*
Arrange the respiration

Researcher : *Contohnya?*
What is the example?

Students : *Kayak menarik nafas dalam-dalam baru di keluarkan sedikit-sedikit*
Like take a deep breath and then exhale slowly.

(See Appendix 4, transcript 1 on Page 123)

From the extraction above shows that the respiration strategy to reduce anxiety in the relaxation category is taking a deep breath from the nose and then breathe it slowly to the mouth, as stated that “*like take a deep breath and then exhale slowly*” from the explanation is known that some students reduced their anxiety by inhaling deeply. According to their confession, by doing breathing arrangement or resignation, then they would feel a bit relax and focus to performance again. It is also seen when they were speaking performance.

b) Shaking the Body

This type of relaxation was taken from the interview and observation as supporting data during and after taking speaking performance. From the data shows, there were some students using body shake strategy to reduce their anxiety when they felt anxious in their performance. The data show from the extract as follow:

Extract 10

- Researcher : *Oh, selain itu kira-kira apa lagi?*
 Oh, the other, what else?
- Students : *Seperti tangan digerak-gerakkan*
 Like shake the hands
- Researcher : *Hal yang lain?*
 Another?
- Students : *Seperti kayak begini, sandar sambil mengerak-gerakkan tangan*
 Like this, lean back beside the wall and then shake the hands
 (See Appendix 4, transcript 9 on Page 137)

From the extract above informs that one of the strategies to reduce anxiety when speaking performance was shaking the body, as stated by the student that "*lean back beside the wall and then shake the hands*" shake the body is one strategy to cover the anxiety or nervousness that they felt at the performance time. The students did this strategy when they felt nervous until they feel enjoy again. During the observation, researchers also saw many students always shook the body, hands, feet, or shook their heads when they were speaking so they did not look nervous.

c) Closing the Eyes

This strategy also used by some students to overcome or reduce their anxiety when they were feeling anxious. In this type of strategy, the researcher obtained data as show the following extraction below:

Extract 11

- Researcher : *Kalau misalnya anda pas lupa jadi bagaimana caranya untuk mengingat kembali?*
 For example, if you forget the material then how to recall?
- Students : *Eee untuk mengingat kembali itu biasanya eee supaya tidak kelihatan grogi tapi biasanya sih saya menutup mata*
 Eee to recall it, eee in order to be not seem groggy, I usually close my eyes

(See Appendix 4, transcript 15 on Page 147)

From above data shows that closing the eyes is one technique/strategy to reduce the students' anxiety in performance. As said that "*to recall it, in order to not seem groggy, I usually close my eyes*" closing the eyes serves to focus on what is done and what is thought. From the student's answers, it can be seen that some of them employed the strategy to reduce their anxiety, the nervousness that they felt, did not damage or stop their performance. Closing the eyes would help the students to find the concept or material that was losing during feeling anxiety. Students stated that closing their eyes in a while would eliminate their kind of anxiety. Then, they would find the best performance without any obstacle.

2) Mindset Management

Mindset Management is a mental attitude that involves the process of incorporating constructive thoughts, words, and images for the development of our mind. Furthermore, this category is needed to face our decrease mental that caused by anxiety. We realize that thinking is a key to do something. So that if we have a good thinking perception, we will do a good thing and if we have bad thinking perception, we will weak in doing something. Positive thinking strategy was taken from the concluding students' strategy in reducing their anxiety during speaking English performance.

There are several categories in Positive thinking strategy that was categorized by the researcher based on concluding the result of observation and interview to the students' performance. These involve: self-confident and positive thinking.

a) Self Confidence

This strategy was taken from the interview section. This data found from the interview process, it can be seen from the extraction as follow:

Extract 12

Students	: <i>Harus tetap percaya diri</i> Must be keep confident
Researcher	: <i>Tetap percaya diri? Seperti apa?</i> Always keep confident? What is like?
Students	: <i>Berani</i> Be brave

(See Appendix 4, transcript 2 on Page 119)

From the extract above illustrates that one of the students strategy to reduce anxiety were trying to perform confidently, as a stated that “*Must be kept confident*” The Students explained that confidence was important to fight the nervousness or fear that they often felt to perform optimally. The students think that their ability can be able to perform the performance. The confidence who cultivate in their minds would make them calmer in performing. Consequently, Self-confidence building is more important in everything that we do to make our activity running well. Then, this aspect is very useful to reduce anxiety especially for the students in doing the teaching and learning activity. They aroused self-confident to reduce the students’ anxiety.

b) Positive Thinking

From the observation and interview was conducted to the students, the researcher found that some strategies used by the student in reducing their anxiety was thinking positively. It can be seen from the extraction as follow:

Extract 13

Student : *Ketika kita merasakan cemas, ragu ataupun takut untuk melakukan sebuah speaking performance didepan kelas maka hal-hal yang positif yang terpikirkan adalah bahwa dalam proses pembelajaran itu tidak semudah membalikkan telapak tangan. Kita harus selalu berproses sehingga dengan demikian bisa menekan kecemasan kita (dumba-dumba kita) ketika ingin melakukan speaking performance.*

When we feel anxious, doubtful or afraid to do a speaking performance in front of the class then the positive things is thinkable in the learning process, it is not as easy as flip the palm. We must always proceed so that we can reduce our anxiety when we want to do speaking performance.

(See Appendix 4, transcript 14 on Page 146)

From the explanation the results of the above interviews clearly illustrate that one of the strategies from a positive point of thinking in reducing anxiety level of students during anxious were by thinking of something that could lead to inner motivation or inner capacity development so they could reduce their anxiety. Because when we always think something that can trigger our self-motivation when we are facing nervous, thus automatically the anxiety will disappear by itself. Furthermore, thinking positively about all activities in learning as a place to cultivate or develop the knowledge in reaching the achievement. In other words, Think all activities in learning as the Process of Learning to be the best and not directly be the best without any process.

3) Peer Perception

The conclusion of this research about the strategies used by students in reducing their anxiety is Peer perception. Peer perception is a way of understanding or looking for other objects and students who seem comfortable or happy in the class and/or assume that other students/ audience nothing, for example in presentation or

seminar. From the results of this study found some students who used this strategy to reduce their anxiety, such as: looking at the comfortable friends or audience/ avoid looking to the audience and regard the audience as puppets or ignored the audiences.

a) Looking at The Comfortable Audience/ avoid looking to the audience

Based on the result of the interview was conducted among the students, the researcher found that the students were looking at the comfortable students to be self-suggestion in their performance. It can be seen clearly from the extract of the students' response below:

Extract 14

Students : *Nah, jadi kalau misalnya eee sudah mulai cemas-cemas saya langsung curi-curi pandang lagi ke audience yang enjoy supaya speaking saya jadi lancar lagi.*
Well, for example, if eee I have started worried or anxious, I look at the audience who is enjoyed. so that my speaking is running well again.

(See Appendix 4, transcript 16 on Page 150)

From the description data above, it can be concluded that peer perception is one strategy to reduce anxiety in doing the speaking performance. As the students explained in the interview that, "*I look at the audience who enjoys. So that my speaking is running well again*" when they felt anxious, they looked towards the audience or friends who enjoy or happy so it could stimulate them to stay enjoy in his speaking.

b) Regard the Audience as Puppet or disregard the audiences

Based on the result of the interview was conducted among the students, the researcher found that the students were stated that they were regarded the audience as

puppets to control their anxiety in their performance. It can be seen clearly from the extract of the students' response below:

Extract 15

- Researcher : Mengurangi rasa groginya atau supaya rasa groginya berkurang, bagaimana strateginya atau caranya?
How is your strategy to reduce your groggy?
- Students : ... anggap saja kalau semua audience itu adalah boneka ...
just thinking all the audience are like a doll/puppet
(See Appendix 4, transcript 15 on Page 148)

From the description data above shows that regard the Audience as Puppet or disregard to the audience in speaking performance could eliminate nervousness. As stated that "*just thinking all the audience are like a doll/puppet*" such as assumption may affect and stimulate the student's mindset so they are not burdened by the number of the presence audience. The students said that to avoid anxiety, they regarded the friends/audience as a puppet or disregard the audiences.

4) Instrumental Support

Instrumental support is the activity of carrying objects or holding something done by the students to perform their performance. In this section, the researcher summarized the results of field findings related to the instrumental usage by the students that could help to reduce their anxiety during speaking performance. From the results of observation and interview found there were several steps, namely; holding a table or pulpit, taking a book/pen/paper, and putting hands into the pocket.

a) Holding a Table/Pulpit or script

Based on the result of the observation and interview was conducted among the

students, the researcher found that the students held the table or pulpit when they did a speaking performance in the class. It can be seen clearly from the extract of the students' response from the interview below:

Extract 16

- Researcher : *Oh menyandarkan tangan dan mengerak-gerakkan tangan yah?*
 Oh, leaning your hands in the well and waving it?
- Students : *Iya dimeja, dimimbar atau apa yah*
 Yes hold on the table, on the podium or what else?!
- Researcher : *Eee apa lagi?*
 Eee what else?
- Students : *Apa di?? Selain itu saya genggam keras atau erat-erat tanganku*
 In addition I hold my hand hardly or tightly
- Students : *Dan kalau saya pake naskah, naskahnya saya tarik-tarik atau gulung-gulung*
 And if I use a script, I pull or roll the script
 (See Appendix 4, transcript 9 on Page 137 and 138)

From the data exposure above shows that one of the strategies undertaken by students to reduce their anxiety was using the media, like holding a table or pulpit. Some of the students argue that holding a table can make them free from nervous, as revealed that "*hold on the table, on the podium*". Another opinion when the students sometimes felt anxious, they pulled or rolled the script as hard as.

b) Taking a Book/ pen/paper.

Based on the result of the observation and interview were conducted to the students, the researcher found that took a book, there were also students took a pen and paper when they were doing a speaking performance in the class. It can be seen clearly from the extract of the students' response from the interview below:

Extract 17

Students : *Eh karena kalau misalnya speaking itu harus seperti ada yang dipegang atau di genggam kayak buku atau pulpen, karena supaya tidak kelihatan rasa grogi atau supaya kayak tidak merasa grogi begitu.*

Eh because if we are speaking, I should hold like book or pen. So those do not look groggy or nervous.

(See Appendix 4, transcript 15 on Page 147)

When they felt anxious or nervous in speaking performance, they carried a book or pen as a handle that could treat their nervousness as they stand in front of the audience. As stated that "*I should hold like book or pen. So those do not look groggy or nervous*". From that description can be concluded that the instrument above can stimulate students' thought and feeling so that their anxiety can be decreased or can be reduce.

c) Putting Hands into The Pocket

From the observation and interview was conducted among the students, the researcher found that took a book, there were also took a pen and paper when they did a speaking performance in the class. It can be seen clearly from the extract of the students' response of the interview below:

Extract 18

Students : ... biasa di masukkan dalam saku celana supaya tdk nampak gugup
I usually inserted my hands in a pants pocket so do not seem nervous.

(See Appendix 4, transcript 7 on Page 123)

From the data above shows that one of the media that help or support to reduce the students anxiety at the time of speaking performance is to use a pants

pocket to put the hand into the pocket so that the students felt enjoy in speaking performance. As revealed that: *“I usually inserted my hands in a pants pocket so do not seem nervous”*. From the statement can be concluded that putting the hand into the pocket is a tool or instrument that can help to reduce a person's nervous feeling when speaking in public or in front of the audience.

5) Self-Entertaining

Self-entertaining in the learning process is an action taken to reduce the anxiety that arouses like fear, worry, nervous or feel embarrassed in doing activities in public. Doing something that can trigger laughter is an action that indirectly diverts the others attention, so the audience do not notice the anxiety that appear to the speaker when performs the performance. As a result of that, we are no longer trapped in perceived anxiety.

From the observation and interview were conducted among the students, the researcher found the student answer that can be seen clearly from the extract below:

Extract 19

Researcher : *Oke, kira-kira bagaimana caranya atau strateginya yang kamu gunakan untuk mengatasi atau menekan kecemasan yang muncul itu saat speaking performance?*

Okay, how do you strategize to overcome or reduce the anxiety that arise when speaking performance?

Student : *Apa yah, Oh mencoba untuk melucu*
Oh, trying to be funny

(See Appendix 4, transcript 9 on Page 127)

From the description above shows that some strategies to reduce the students' anxiety were doing something funny action or funny speech that could entertain both

speakers and listeners/audience in their performance. One example was done by the students such as performing movements/actions and also speech or joking before continuous speaking material that can entertain the audience.

The statement above based on observation findings and also the results of interview with the students. As said by the students from the interview that *he tried to be fanny*, it is clearly shown that doing funny movements or expressing a joke on the sideline or as transition of speaking performance will reduce the level of student anxiety during the performance, because the funny speech or action can distract the listener or melt the classroom atmosphere.

B. Discussion

This section deals with the interpretation of findings where they were explored, and elaborated. The data is presented in three main parts, namely aspects of anxiety experienced by the students and the strategy In reducing the students' anxiety at IPA XI classroom at AL-FITYAN School of Gowa.

1. Aspects of Students Speaking Anxiety

Anxiety is currently viewed as a complex multidimensional construct embodying a series of interrelated cognitive, affective, somatic, and behavioral reactions (Zeidner& Matthews, 2011). Anxiety is very diverse, as the researchers have shown about anxiety from their various research results. Anxiety produces both

physical and psychological responses. Psychologists make a distinction between three categories of anxiety: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety is relatively stable personality characteristic, 'a more permanent predisposition to be anxious' (Scovel 1978: cited in Ellis 1994: 479) while state anxiety is a transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test (Spielberger 1983: cited in Horwitz 2001: 113). The third category, Situation-specific anxiety, refers to the persistent and multi-faceted nature of some anxieties (MacIntyre & Gardner 1991a: cited in 2001: 113). It is aroused by a specific type of situation or event such as public speaking, examinations, or class participation (Ellis 1994: 480).

The people who are suffering from the anxiety disorder will find it difficult to relax and also difficult to feel comfortable in a variety of situations including in teaching and learning situations. This perceived, For example, Alpert and Haber (1960) study proposed two types of foreign language anxiety which clearly showed the differences between facilitating anxiety and debilitating anxiety by showing that anxiety can either be positive or negative.

There are so many types or variety of anxiety includes the aspects that cause anxiety based on what side we view. Zeidner & Matthews (2011) stated that anxiety may be experienced in a variety of ways: Disturbances of thinking (cognition), Negative emotion (affect) and Bodily (somatic) symptoms. This research viewed from the second way, thus this research distinguished into four aspects of anxiety as like worried, nervous, fear and shame.

a. Worried

Worrying is over-thinking or too anxious about a problem or situation. Worry is usually accompanied by discomfort and anxiety. This attitude causes a person to become distracted, to concentrate on possible negative events, and to be overwhelmed by unreasonable and unfounded fears. In severe conditions, worry can cause severe anxiety and panic or may be a chronic problem if not overcome. Anxiety and worry are common to many emotional disorders, but in generalized anxiety disorder, the worry is the primary diagnostic criterion (Mathews 1990).

From the result of the interview was conducted among the students, the researcher found that most of the students have felt worried about their speaking performance and made their performance was not running well. This kind of anxiety support with Horwitz (2001) viewpoint stated that anxiety is the subjective feeling of tension, apprehension nervousness, and worry associated with an arousal of the autonomic nervous system.

Likewise, there is functionally no difference between worry and anxiety and that worry is merely a cognitive manifestation or a causal by-product of anxiety (O'Neill, 1985). Worry has shown intimate relationships with both anxiety and depression (Stober and Joormann, 2001). An experimental study (Andrews & Borkovec, 1988), for example, demonstrated that the experience of worry is always associated with anxiety and depression. Consequently, self-report measures of worry show correlations in the range of .40–.74 with self-report measures of anxiety and depression (e.g., Molina & Borkovec, 1994; Stober, 1995).

b. Nervous

Nervousness makes it hard to think clearly or act effectively and accurately, it seems very awkward and everything suddenly stalled instantly. Nervous Disease may arise at any time when a person performs, be the speaker in public, giving speeches, arguing, Presentation etc. Symptoms of nervousness when you want to perform such as faster heartbeat, shortness of breath, nausea, attention easily distracted, loss of concentration, easy to forget, more often want to the toilet, and worry about the possibility of errors. Brooks & Schweitzer (2011) define anxiety to include fear, frustration, stress, tension, worry, apprehension, and nervousness.

The second type of anxiety was found in this research that showed in the findings above. Most of the students experienced nervousness when they would do a speaking performance or during speaking performance. This finding type also correlated with Horwizt (2001) viewpoint on her study as mentioned in the previous type.

c. Fear

Fear is one of the strongest obstacles in our efforts to achieve any positive thing in life. Fear is an emotional response to threats. Fear is a basic survival mechanism that occurs in response to a certain stimulus, such as pain or danger. Some psychologists have also mentioned that fear is one of the basic emotions, apart from happiness, sadness, and anger.

Fear was a finding result in this research that found from data interview on finding section. The researcher concluded based on students statement that was experienced on their speaking performance. In light of these distinctions, several researchers have argued that fear and anxiety represent qualitatively distinct emotional states (for a review, see Maier, 1993; Barlow et al., 1996; Davis et al., 1997).

Both fear and anxiety are believed to have adaptive value for the organism, with evolution selecting for these emotions to help one attend to, identify, perceive, and react adaptively to potentially ominous or dangerous situations in the immediate environment. In addition, anxiety often follows fear, and when fear becomes activated, anxiety is frequently the emotional result (e.g., panic because of lack of perceived control). Also, repeated experiences of anxiety can generate fear reactions (Zeidner and Matthews, 2011).

d. Shame

Shame generally arises because of negative self-concept. They always feel not comparable when compared with others. The result is a lack of confidence in self-ability, overly sensitive, lack of trust or respect, and fear of being wrong. The beginnings of this shy nature are mostly other psychological problems, the nature of shame begins in early childhood when we are not experienced in helping ourselves, (Tear, 2000). Thus, the shame is sowed from childhood and piled up to form the shy nature earlier. Shame other than caused by self is also caused by the treatment of others. Centi, (1993) listed the perpetrators, including parents, siblings, other people,

and culture. In addition, Chu (2008) argued that shyness has often been associated with other types of social anxiety, to name a few, communication apprehension, dating anxiety, stage fright, embarrassment, and shame

The last finding of kind of anxiety in this research is a shame. From the data description of the previous finding showed that most of the students who speaking performance felt shame, as the students said in the interview that they were shy. Otherwise, Hofmann, *et. All* (2006) investigated Autonomic correlates of social anxiety and embarrassment in shy and non-shy individuals, to examine the psychophysiological correlates of anxiety and embarrassment in relation to shyness.

2. The Effect of Students Anxiety

Anxiety is one of the most negatively influential effective variables, which prevents learners from successfully learning a foreign language. It makes language learners nervous and afraid, which may contribute to poor aural/oral performance, (Park & Lee, 2005). Thus, this self-anxiety can cause difficulties for learners to respond appropriately in speaking activity (Brown, 2001). This, of course, can inhibit the mastery of the ability to speak fluent and acceptable in various contexts of life.

Considering that, from various studies that have been done, a self-anxiety factor is considered one of the most influential affective factors for learners in English speaking activities in the classroom. Joni, & Dharmayanti, (2016) explained in their study that the factors that affect the level of self-anxiety in speaking English are anxiety in communicating the English language, self-worries when faced the test

and fear of negative judgments from others. This is in line with Cutrone (2009) research in Japanese, which states that students who learn English as a foreign language (EFL) felt that it was very important to keep others' judgment on themselves, so they preferred to silent rather than trying but eventually made mistakes that would give them a sense of worries about negative judgments about themselves.

Otherwise, Horwitz et al. (1986) wrote that anxious learners speak less frequently and are inclined to avoid classroom tasks. They found that students who were made to feel more anxious tended to be less interpretive in commenting on the ambiguous scenes. MacIntyre and Gardner (1989) found that anxious students learned a list of vocabulary items at a slower rate than less anxious students and had more difficulty in the recall of previously learned vocabulary items. They also pointed out that anxious students may try to avoid being called on by sitting in the back row of the classroom.

From the explanation above showed various effects of anxiety toward students' response to the learning activity. Those studies have a relationship with this research that investigated the effects of anxiety but in different terms, this own research found four effects of anxiety that was pointed in previous findings, as like: *First*, decrease in mastery the material is one of the anxiety effects who experienced by some students in their speaking performance. From the interview, the students explained when they felt anxious during the performance, their concentration would be down. Consequently, the mastery of the material would decrease. *Second*, forgetting the material or blank is a thing caused by excessive anxiety, everyone has

experienced it, especially in the midst of a stressful situation like a presentation, discussion or performance. In this research, there are many students said that they were suddenly blank or forgot the material when they perform in front of the class. *Third*, less of eloquence, Difficulty speaking in public is influenced by some things that can inhibit smoothness when speaking in public. These barriers can be fear, anxiety, and depression. These three feelings can make people less confident; even can make a person feel unable to speak in public. *Fourth*, the final result of the anxiety effect is unsatisfactory achievements. Excessive anxiety or uncontrolled anxiety can cause the performance cannot run well, and then the achievement is not satisfying. Some students argued that their presentation out of expectation caused by the anxiety.

3. Strategy in Reducing the Anxiety

The strategy is a method, technique or steps taken by someone to enhance, develop or resolve their own activity. Considering that, this final research objective was to find the strategy that used by the students to resolve their problem in learning and teaching problems. There were so many previous theories concerning the types of strategies in learning and teaching aspects such as O'Malley and Chamot (1990) theory, Oxford (1990), Brown (2001), Savile-Troike (2006), and many others.

Furthermore, in education aspect, the strategies were used by the Educators or learners in the learning process. Hence, this strategy used to reduce the students' anxiety. Not only used by the students themselves but also the teachers. There were

so many researchers that conducted the strategy in reducing or overcoming the students' anxiety, some of them were Kondo and Ling (2004) as a grand theory on this research that conducted *the strategies for coping with language anxiety*, their Findings suggested 70 basic tactics for coping with language anxiety that cohered into five strategy categories: Preparation (e.g. studying hard, trying to obtain good summaries of lecture notes), Relaxation (e.g. taking a deep breath, trying to calm down), Positive Thinking (e.g. imagining oneself giving a great performance, trying to enjoy the tension), Peer Seeking (e.g. looking for others who are having difficulty controlling their anxiety, asking other students if they understand the class), and Resignation (e.g. giving up, sleeping in class).

Other supporting research from Tsiplakides & Keramida, (2009) employed some interventions to reduce foreign language speaking anxiety as follow:

- Project work

The advantage of project work is that students have an active role and responsibilities in the implementation of project work, which can boost their confidence and reduce the effect of perceptions of low ability in the target language.

- Establishing a learning community and a supportive classroom atmosphere

Creating a learning community that provides the environment for “optimal motivation” and a “collaborative atmosphere” (Gregersen, 2003:30) can help reduce the fear of errors. As like; Teacher-students relations, providing indirect, rather than direct correction, accept the need for self-worth protection, Teacher

immediacy, and Provision of praise that had explained in their study.

On the other hand, there are so many researches conducted this issue, like Smits, *et.all* (2008) had been shown to be efficacious for the treatment of depression, and initial studies indicate similar efficacy for the treatment of anxiety conditions. Thayer, *et.all* (1994) investigated Strategies for changing a bad mood, raising energy. Spalding, (2003) this research was to gain an understanding of how the preoperative education process is beneficial in reducing anxiety for patients awaiting a total hip replacement provided in one National Health Service Trust in England. Watt, *et. All* (2006) used a cognitive-behavioral approach to reducing anxiety sensitivity decreases pain-related anxiety.

In consequence, this research concluded with referred from those references. Some of the references above presented the theories or practices of strategy in reducing or overcoming the anxiety in learning. Thus, this research presented some different strategies that conducted from the students' direct practice in their speaking English performance in the classroom although there are some other strategies that had same with the previous study like Kondo & ling (2004) research. In the finding of this research displayed the conclusion of interview data about the strategies used by the students to reduce their anxiety when they were speaking English performance. From the previous discussion section of this research, the researcher classifies some categories about the strategies that were used by the students to reduce their anxiety in speaking English performance, like relaxation, positive thinking, peer Perception, instrumental help, and self-entertaining.

a. Relaxation

One of the cornerstones of treating anxiety is to practice relaxation techniques. However, if we do not make time to practice these exercises, then we probably will not occur. Relaxing can be such an effective stress reliever and can help benefit our mind, body, and spirit. From the data obtained, the researcher found some types of relaxation that used by the students. Those are: taking breathe deeply, shaking the body, and closing the eyes.

b. Mindset Management

Mindset Management is a mental attitude that involves the process of incorporating constructive thoughts, words, and images for the development of our mind. Furthermore, this category is needed to face our decrease mental that caused by anxiety. We realize that thinking is a key to doing something. So that if we have a good thinking perception, we will do a good thing and if we have bad thinking perception, we will weak in doing something. Positive thinking strategy was taken from the concluding students' strategy in reducing their anxiety during speaking English performance.

There are several categories in Positive thinking strategy that was categorized by the researcher from concluding the result of observation and interview to the students' performance. These involve: self-confident and part of the learning process.

c. Peer Perception

Peer perception was named of the researcher conclusion about the strategies used by students in overcoming their anxiety. Peer perception is a way of

understanding or looking for other students who seem comfortable or happy in the class and/or assume that other students/ audience nothing, for example in presentation or seminar. From the results of this study found some students who use this strategy to reduce their anxiety, such as: looking at the comfortable friends or audience and regard the audience as puppets.

d. Instrumental Support

Instrumental Support is the activity of carrying objects or holding something done by the students to perform their performance. In this section, the researcher summarizes the results of field findings related to the instrumental use of students in helping to reduce their anxiety during speaking performance. From the results of observations and interviews found there were several steps, namely; holding a table or pulpit, taking a book/ pen/paper, and putting hands into the pocket.

e. Self-entertaining

Self-entertaining in the learning process is an action taken to overcome the anxiety that arouses like fear, worry, nervous or feel embarrassed in doing activities in public. Doing something that can trigger laughter is an action that indirectly diverts the others attention, so they do not notice the anxiety that appears to us when performing performance. The result of that, we are no longer trapped in perceived anxiety.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter covers two sections, the first section deals with the conclusion and another one deals with suggestions.

A. Conclusions

Based on the findings and discussions at previous chapter is concluded that:

1. There were four aspects of anxiety experienced by the students at the XII IPA grade of Al-Fityan Senior High School of Gowa. This research viewed from the Negative emotion (affect) way and distinguished into four aspects of anxiety based on the students experience namely: a) worried because their capabilities could not satisfy, b) nervous because stage fright factor, c) fear because afraid to make a mistake, and d) shame because afraid of being ridiculed or embarrassed with their appearance. Those aspects of anxiety support with Horwitz (2001) viewpoint stated that anxiety is the subjective feeling of tension, apprehension nervousness, and worry, Brooks & Schweitzer (2011) define anxiety to include fear, frustration, stress, tension, worry, apprehension, and nervousness, and Chu (2008) argued that shyness has often been associated with other types of social anxiety.
2. The students' anxiety especially in classroom speaking English performance was felt anxious caused some effects. This own research found four effects of anxiety experienced and showed by the EFL students in their speaking performance namely decrease in mastery the material, forgetting the material or blank, less of eloquence, unsatisfactory achievement. That was concluded through

observation and the interview result during students speaking English performance.

3. The final objective of this research was presented the strategies to reduce the anxiety in students speaking English performance. From the doing observation and interview, the researcher classifies some categories about the strategies that were used by the students to reduce their anxiety in speaking English performance, like relaxation, Mindset Management, peer perception, instrumental support, and Self-entertaining.

B. Suggestions

Based on the conclusions that have been put forward above, the following implication and a recommendation for further related research are really suggested by the researcher. Those suggestions are drawn as follow:

1. All EFL students are expected to know and to be aware of the differences of their student's anxiety, where anxiety can cause the negative emotion (affects) to the student in learning process, especially in speaking and classroom performance. Thus, the students can be able to know the effects of the anxiety that can make them less of achievement. The result of that, the student should anticipate the negative effects of the anxiety and then motivate themselves to do things more efficiently to achieve their goals.
2. Teachers should establish an encouraging class atmosphere in their classes to

reveal risk takers. Because learners need the teacher's reward and respect to change their anxiety into motivation. If the teachers assure this atmosphere in their classes, learners are not afraid of being blamed and humiliated, also, they can be risk-takers in many situations especially when doing a presentation or share their ideas.

3. This study can be the guidance for EFL students and English teachers to measure the student's anxiety in speaking. It also can be used as a reference to create a better teaching and learning environment. Considering that, the teacher should understand and anticipate the anxiety in any cases.
4. By knowing the types of anxiety experienced by the students, they are expected to be able to find out their own strategy to reduce their anxiety which can make the students getting a perfect achievement.
5. The further research needs to be conducted to explore more issues related to anxiety cases.
6. This research should be conducted in wide range and long interval or should to continue until reach saturated result.

REFERENCES

- Abu-Rubia, S., & Argaman, O. (2002). The Influence of Language Anxiety on English Reading and Writing Tasks Among Native Hebrew Speakers. University of Haifa Israel. Retrieved from the Internet in May 2008, <http://www.argaman/>.
- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case study of students of Japanese. *The Modern Language Journal*, 78, 155-168.
- Andrews, V. H., & Borkovec, T. D. (1988). The differential effects of inductions of worry, somatic anxiety, and depression on emotional experience. *Journal of Behavior Therapy and Experimental Psychiatry*, 19, 21-26.
- Ary, D. (2010). *Introduction to Research in Education*. Wadsworth: Cengage Learning.
- Atmowardoyo, H. (2018). Research Methods in TEFL Studies: Descriptive Research, Case Study, Error Analysis, and R & D. *Journal of Language Teaching and Research*, 9(1), 197-204.
- Atmowardoyo, H. (2010). *Research Methods for Language and Literature Study*. Makassar: Badan Penerbit UNM.
- Barlow DH, Chorpita BF, Turovsky J. (1996). Fear, panic, anxiety, and disorders of emotion. In: Hope DA. (Eds). *Nebraska symposium on motivation: Perspectives on anxiety, panic, and fear. Current theory and research in motivation*, 43. Lincoln, NE: University of Nebraska Press. pp. 251-328.
- Brooks, A. W., & Schweitzer, M. E. (2011). Can Nervous Nelly negotiate? How anxiety causes negotiators to make low first offers, exit early, and earn less profit. *Organizational Behavior and Human Decision Processes*, 115(1), 43-54.
- Brown, H. D. (2012). *Teaching by principles: An Attractive approach to language pedagogy (second edition)*. New York: Longman.
- Brown, D. (2001). *Principles of Language Learning and Teaching*. New York: Longman.
- Burns, Anne, Joyee, Hellen. (1997). *Focus on Speaking*. Sydney: Macquaire University.
- Chen, Y. (2015). *ESL Students' Language Anxiety in In-Class Oral Presentations*.

- Cheng, Y., Horwitz, E. & Schallert, D. (1999) Language Anxiety: Differentiating Writing and Speaking Components. *Language Learning*, 49, 417- 446.
- Creswell, J. W. (2012). *Educational research: Planning, conducting and evaluating quantitative and qualitative research (fourth edition)*. Boston: Pearson Education.
- Cui, J. (2011). Research on High School Students' English Learning Anxiety: *Journal of Language teaching and research*, 2, 875- 880.
- Cutrone, P. (2009). Overcoming Japanese EFL Learners' Fear of Speaking. *Language Studies Working Papers*. Vol 1. Hal. 55-63.
- Davis M, Walker DL, Lee Y. (1997). Amygdala and bed nucleus of the stria terminalis: Differential role in fear and anxiety measured with the acoustic startle reex. *Ann NY Acad. Sci*;821:305-331
- Dollah, S. (2009). The Effect of Self-Esteem, Anxiety, And Gender on Oral Communication of EFL Learners (PenghargaanDiri, Kecemasan, danJenisKelaminterhadapKomunikasiLisanPebelajar Bahasa Inggris sebagai Bahasa Asing). *Sawerigading*, 15(3), 349-360.
- Ganschow, L., Sparks, R.L., Anderson, R., Javorshy, J., Skinner, S., & Patton J. (1994). Differences in language performance among high-, average-, and low-anxious college foreign language learners. *The Modern Language Journal*, 78, 41-55.
- Gay, L. R. (1981). *Educational Research: Competencies for Analysis & Application*. Columbus: Merrill Publishing Company.
- Ghufron, M. N., & Suminta, R. R. (2009). *Teori-teori Psikologi*. Yogyakarta: Arruz Media. Hal 141.
- Gregersen, T. S. (2003). To err is human: A reminder to teachers of language-anxious students. *Foreign Language Annals*, 36, 25-32.
- Ellis, R. (1994). *The Study of Second Language Acquisition*. Oxford University Press.
- Haryanthi, Luh Putuh Suta & Triesniasari, Nita. (2012). Efektivitas Metode Terapi Ego State Dalam Mengatasi Kecemasan Berbicara Di Depan Publik Pada Mahasiswa Fakultas Psikologi UIN Syarif Hidayatullah Jakarta. *Jurnal Fakultas Psikologi*. Universitas Islam Negeri Syarif Hidayatullah Jakarta.
- Hsiao, T. Y., & Oxford, R. L. (2002). Comparing theories of language learning strategies: A confirmatory factor analysis. *The Modern Language Journal*, 86(3), 368-383.

- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety: *modern language journal*, 70, 125- 132.
- Horwitz, E. K. (2001). Language Anxiety and Achievement: *Annual Review of Applied Linguistic*, 21, 112- 126.
- Jones, R. (2001). A consciousness-raising approach to the teaching of conversational storytelling skills. *ELT journal* 55, 155-63.
- Joni, D. A. A. W., & Dharmayanti, P. A. P. (2016). Pengaruh Anxiety dalam Speaking Activities. *Jurnal Bakti Saraswati (JBS)*, 5(2).
- Kaelan, M. S. (2005). Metode Penelitian Kualitatif Bidang Filsafat. *Yogyakarta: Paradigma*.
- Kondo, D. S., & Ying - Ling, Y. (2004). Strategies for Coping with language anxiety: the case of students' of English Japan. *ELT Journal* volume 58/ 3 July: Oxford University Press, 258- 265.
- Lanerfeldt, M. *Talängslan*. A part of: Rudberg, L. (1992), (Red.), *Barns tal- ochspråksvårigheter*. Lund: Studentlitteratur.
- Lightbown, P. & Spada, N. (2003) *How languages are learned*. Oxford: Oxford University Press.
- Luoma S. (2004). *Assessing Speaking*. New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi, Dubai, Tokyo: Cambridge University Press.
- MacIntyre, P. & Gardner, R. (1991). Methods and Results in the Study of Anxiety and Language Learning: A Review of the Literature. *Language Learning*, 41, 85- 117.
- MacIntyre, P. D., & Gardner, R. C. (1989). Anxiety and second-language learning: Toward a theoretical clarification. *Language Learning*, 39, 251-275.
- Maier, S. F. (1993). Learned helplessness: Relationships with fear and anxiety. In: Standford C, Salmon P, editors. *Stress: An integrated approach*. London: Academic Press. pp. 207-243.
- Mathews A (1990): Why worry? The cognitive function of anxiety. *Behav Res Ther* 28:455-468.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook*. sage.

- Molina, S., & Borkovec, T. D. (1994). The Penn State Worry Questionnaire: Psychometric properties and associated characteristics. In G. C. L. Davey & F. Tallis (Eds.), *Worrying: Perspectives on theory, assessment, and treatment* New York: Wiley.
- Occhipinti, A. (2009). Foreign language anxiety in in- class speaking activities: two learning context in comparison: (*master thesis*). University of Oslo.
- O'malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge university press.
- O'Neill, G. W. (1985). Is worry a valuable concept?. *Behaviour Research and Therapy*, 23, 479–480.
- Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999). Factors associated with foreign language anxiety. *Applied Psycholinguistics*, 20(2), 217-239.
- Oxford, R. (1990). *Language learning strategies: what every teacher should know*. New York: Newbury House.
- Park, H., & Lee, A. R. (2005). L2 learners' anxiety, self-confidence and oral performance. In *Proceedings of the 10th Conference of Pan-Pacific Association of Applied Linguistics* (pp. 107-208).
- Phillips, E. M. (1992). The effects of language anxiety on students' oral testperformance and attitudes. *The Modern Language Journal*, 76, 14-26.
- Phillips, E. M. (1991). Anxiety and oral competence: Classroom dilemma. *The FrenchReview*, 65, 1-14.
- Pincus, A. L., & Ruiz, M. A. (1997). Parental representations and dimensions of personality: Empirical relations and assessment implications. *Journal of Personality Assessment*, 68, 436–454.
- Prakoso, Bayu & Partini. (2014). Berpikir Positif Untuk Mengatasi Kecemasan Berbicara Di Depan Kelas. *Jurnal Psikologi*. Universitas Muhammadiyah Surakarta.
- Price, M. (1991). The Subjective Experiences of Foreign Language Anxiety: Interviews withAnxious Students. In E. Horwitz, & D. Young (Eds.), *Language Anxiety: From Theory andResearch to Classroom Implications* (pp. 101- 108). Englewood Cliffs, NJ: Prentice Hall.

- Riani, W.S & Rozali, Y.A. (2014). Hubungan Antara Self Efficacy dan Kecemasan Saat Presentasi Pada Mahasiswa Universitas Esa Unggul. *Jurnal Fakultas Psikologi*. Universitas Islam Unggul Jakarta Vol.12 No.1.
- Richard, J. C. (2008). *Teaching listening and speaking: From theory to practice*. New York: Cambridge University Press.
- Savile- troika, M. (2006). *Introduction second language acquisition*. New York: Longman.
- Shah, K. (2000). *Reducing the Anxiety*. Office technology Lab-T-10. Email: Kasha@Taft. Org
- Smits, J. A., Berry, A. C., Rosenfield, D., Powers, M. B., Behar, E., & Otto, M. W. (2008). Reducing anxiety sensitivity with exercise. *Depression and anxiety*, 25(8), 689-699.
- Spalding, N. J. (2003). Reducing anxiety by pre-operative education: Make the future familiar. *Occupational therapy international*, 10(4), 278-293.
- Stöber, J., & Joormann, J. (2001). Worry, procrastination, and perfectionism: Differentiating amount of worry, pathological worry, anxiety, and depression. *Cognitive therapy and research*, 25(1), 49-60.
- Sugiyono. (2009). *Metode Penelitian Pendidikan. Pendekatan Kuantitatif, Kualitatif dan R & D*. (Thirteen Edition). Bandung. Alfabeta.
- Thayer, R. E., Newman, J. R., & McClain, T. M. (1994). Self-regulation of mood: Strategies for changing a bad mood, raising energy, and reducing tension. *Journal of personality and social psychology*, 67(5), 910.
- Tóth, Z. (2011). Foreign language anxiety and advanced EFL learners: An interview study. *Working Papers in Language Pedagogy*, 5, 39-57.
- Tseng, S. (2012). The factor cause language anxiety for ESL/ EFL learners in learning speaking: *An interdisciplinary journal*, 63, 75- 90.
- Tsiplakides, I., & Keramida, A. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: Theoretical issues and practical recommendations. *International Education Studies*, 2(4), 39.
- Vanberren, Jennifer (1999). Public Speaking: Elements of Communication, (Online Journal). Retrieved from (http://www.ehow.com/info_8153338_public-speaking-elements-communication.html).july,13th , 2014.

- Watt, M. C., Stewart, S. H., Lefaivre, M. J., & Uman, L. S. (2006). A brief cognitive-behavioral approach to reducing anxiety sensitivity decreases pain-related anxiety. *Cognitive Behaviour Therapy*, 35(4), 248-256.
- Widdowsan, H.G. (1990). *Aspects of Language Teaching* . New York:Oxford University press.
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELJournal*, 37, 308-328.
- Wooten, R. H. (2008). Mental health issues for Athletic trainers. In J. M. Mensch and G. M. Miller (Eds.), *The athletic trainer's guide to psychology intervention and referral*. (pp.197-218). Thorofare: Slack Incorporated.
- Young, D. J. (1990). An investigation of students' perspectives on anxiety and speaking. *Foreign Language Annals*, 23, 539-553.
- Young, D. J. (1991). Creating a low-anxiety classroom environment: What does language anxiety research suggest? *The Modern Language Journal*, 75, 426-439.
- Zeidner, M. (1998). *Test Anxiety: The state of the art*. New York: Plenum Publisher.
- Zeidner & Matthews. (2011). *Anxiety 101*. New York: Springer Publishing Company, LLC.
- Zhiping, D., & Paramesivam, S. (2013). Anxiety of speaking English in class among international students in a Malaysian university: *Interactional journal of education and research*, 1, no 11.



APPENDICES

APPENDIX 1

Interview Protokol

1. Apakah anda merasa cemas ketika anda ingin melakukan speaking performance?
2. Apa yang membuat anda merasa cemas pada saat melakukan speaking performance?
3. Bagaimana kecemasan yang anda rasakan sebelum melakukan speaking performance?
4. Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?
5. Seberapa besar pengaruh kecemasan anda pada saat speaking performance berlangsung?
6. Ketika kamu merasa cemas pada saat speaking performance, apakah kamu mencoba untuk menekan kecemasan yang muncul?
7. Apakah anda berusaha untuk mengatasi kecemasan anda?
8. Seberapa penting strategi untuk mengatasi kecemasan dalam speaking performance?
9. Seperti apa cara atau strategi and auntuk mengatasi/ menekan setiap kecemasan yang muncul saat speaking?
10. Apakah anda pernah belajar, membaca atau mendengar tentang strategi mengatasi kecemasan?
11. Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda?

APPENDIX 2

Field Note

Subject	Notes
Symptoms of anxiety	<ul style="list-style-type: none">• Students are reluctant to start the performance• Students seemed to wipe sweat at the beginning of performance• Students looked blushed• Pointing a friend before starting a performance• Doing other activities before speaking performance• Wiping the hair / scratching the head• Leaning both palms behind the wall then resting on it.• Have the other students move to not pay attention to him/her when performance• Looks tense• Silent and bow before speaking• Frequently looking down and looking up• Looks like do not mastering the material• often looking up or sideways in the window• Nervous in speaking
Effect of anxiety	<ul style="list-style-type: none">• Looks stammered in delivering speech material• The Performance is quite short• Confused to find sequel of material delivered in speaking performance
Strategy to reduce the anxiety	<ul style="list-style-type: none">• Bring a book• Gesticulate• Not paying attention to the audience• Inserting hand in pants pocket• swaying foots• seemed to take a deep breath

APPENDIX 2

Field Note

Subject	Notes
Symptoms of anxiety	<ol style="list-style-type: none"> 1. Siswa enggan untuk memulai 2. Siswa tampak mengusap keringat diawal performance 3. Siswa tampak senyum-senyum malu 4. Menunjuk-nunjuk temannya sebelum memulai performance 5. Mengusap rambut /menggaruk kepala 6. Menyuruh siswa lain pindah untuk tidak memperhatikan pada saat perform 7. Tampak tegang 8. Terdiam dan menunduk sebelum speaking 9. Sering menundukkn pandangan kemudian melihat ke atas 10. sering meatap keatas atau kesamping di bagian jendela
Effect of anxiety	<ol style="list-style-type: none"> 11. Tampak terbata-bata dalam menyampaikan materi speech 12. Performnya cukup singkat 13. Bingung mencari lanjutan materi yang disampaikan pada saat speaking performance atau Terlihat seperti tidak menguasai materi 14. Tampak tidak fokus
Strategy to reduce the anxiety	<ol style="list-style-type: none"> 15. Membawa buku 16. Melakukan kegiatan lain sebelum performance 17. Menggerakkan tangan 18. Tidak memperhatikan ke audiens 19. Memasukkan tangan disaku celana 20. Mengerak-gerakkan kaki 21. Terlihat menarik nafas dalam-dalam 22. Menyandarkan kedua telapak tangan di belakang tembok kemudian menyandarinya

Worry

- Siswa enggan untuk memulai
- Terdiam dan menunduk sebelum speaking

Nervous

- Siswa tampak mengusap keringat diawal performance
- Mengusap rambut /menggerakkan kepala
- Sering menundukkn pandangan kemudian melihat ke atas
- sering meatap keatas atau kesamping di bagian jendela

Fear

- Tampak tegang
- Terdiam dan menunduk sebelum speaking

Shame

- Siswa tampak senyum-senyum malu
- Menyuruh siswa lain pindah untuk tidak memperhatikan pada saat perform

APPENDIX 3

Data Display

No	Category		Result of Coding
1	Kinds of Anxiety	Worry	<p>T: Apakah anda merasa cemas ketika melakukan speaking performance dikelas? Do you feel anxious when speaking class</p> <p>S: performance? Ia saya agak hkawatir</p> <p>T: Yes, I am worry Bagaimana yang di rasakan?</p> <p>S: how do you feel? Terlalu khawatir</p> <p>S: extremely worried Biasanya saya klo Tampil didepan teman-teman</p> <p>S: saya kadang merasa khawatir Khawatir. Alasannya khawatir tentang yang saya bicarakan didepan kelas pada saat speaking performance, apakah cara bicaraku sudah tepat / belum dan mungkin caraku menyampaikan ke</p> <p>S: teman-teman semua belum mengerti apa yang saya</p> <p>S: jelaskan tadi didepan audiens.</p> <p>S: Khawatir Saya Khawatir Pada saat saya melakukan speaking performance yang saya rasakan yaitu saya merasa khawatir. Karena saya khawatir dengan apa yang saya tampilkan tidak sesuai dengan hasil yang saya inginkan.</p>
		Nervous	<p>T: Bagaimana model kecemasan yang anda rasakan ketika melakukan speaking performance, gugup yah atau bagaimana? How is the anxiety that you feel in speaking performance, nervousness? How?</p> <p>S: Gugup untuk berkata kata Nervous to say a word</p> <p>S: Iye sangat cemas, dumbak-dumbak sekali kak Yes very worried, extremely nervous</p> <p>S: Dumba-dumba, eh gugup nervous</p> <p>S: Gugup untuk berkata kata Nervous to say a words</p> <p>S: Saya merasa gugup</p> <p>S: Gugup</p> <p>S: Gugup lah</p>

			<p>S: Yang saya rasakan adalah agak sedikit gugup karena kurang percaya diri dengan kemampuan saya.</p> <p>S: Perasaan saya yang saya rasakan pada saat speaking performance adalah gugup</p> <p>S: Kecemasan yang saya rasakan pada saat saya speaking performance adalah saya merasa gugup</p>
		Fear	<p>T: Perasaan cemas seperti apa yang anda rasakan? What kind of anxiety do you feel?</p> <p>S: Eee kayak Takut takut Be afraid/ timid</p> <p>T: Takut? Begitu? Do you fear?</p> <p>S: Ye takut klo misalnya di ketawai Yes, afraid of being laughed at</p> <p>S: Takut dan gugup</p> <p>S: Yang saya rasakan pada saat speaking performance adalah takut dan gugup.</p> <p>S: Yang saya lakukan pada saat speaking performance yaitu rasa takut berbicara didepan kelas/ di depan audiens.</p>
2	Effect of Anxiety	Shame	<p>T: Oh, Baru malu kalau cewek? Oh, do you feel shamed with the girls</p> <p>S: Iya, Baru malu Yes, I am</p> <p>S: Eee kalau saya pemalu memang Eee, actually I am prude man</p> <p>T: T : Oh, malu kenapa?</p> <p>S: S : Ya, malu diliati</p> <p>S: Malu</p> <p>S: Kecemasan yang saya rasakan pada saat speaking performance yaitu malu.</p>
		Decrease in Mastery the Material	<p>T: Seberapa besar pengaruh kecemasan anda pada saat speaking performance berlangsung? Seberapa besar pengaruhnya kira-kira itu kecemasan atau was-was atau ragu-ragu ketika speaking performance berlangsung? How big is your anxiety effect the speaking performance? How much does it affect to be anxiety or hesitation when speaking performance takes place?</p> <p>S: Kalau saya lebih berpengaruh kak pada penguasaan materi</p>

			<p>If I am more influence on the mastery of the material</p> <p>S: Pengaruhnya cemas yang saya rasakan pada saat speaking performance yaitu penguasaan materi saya</p> <p>S: langsung hilang.</p> <p>Pengaruhnya yang saya rasakan disaat saya cemas pada saat melakukan speaking performance yaitu tdk menguasai apa yang akan dibahas.</p> <p>Pengaruh cemas ketika saya speaking performance adalah hilang konsentrasi dan terkadang tidak menguasai materinya.</p>
		Forgetting the Material or Blank	<p>T: Sangat berpengaruh ? contohnya?</p> <p>Is it very influential? What is the example?</p> <p>S: Karena biasa eh terlalu cemas, biasa dilupa apa yang ingin disampaikan</p> <p>Because sometime too anxious, I usually forgot what to say</p> <p>S: Eee iya kalau berlangsung, misalnya lupa apa yang ingin disampaikan</p> <p>Eee yes for example if it goes on, I forget what to say</p> <p>T: say</p> <p>S: Kalau misalnya tiba-tiba bleng, bagaimana?</p> <p>Langsung gugup tidak tau mau bilang apa-apa lagi</p> <p>Pengaruhnya menurut saya terkadang saya</p> <p>S: kehilangan konsentrasi jika ada yang mengganggu, kadang juga tiba-tiba bleng hilang semua apa yang sudah saya persiapkan.</p> <p>S: Pengaruh kecemasan yang saya rasakan pada saat speaking performance adalah hilang nya konsentrasi hingga saya lupa materinya pada saat teman-teman ribut atau hal-hal lain yang dapat mengganggu penampulan saya.</p> <p>S: Pengaruh yang saya rasakan pada saat merasa cemas pada saat melakukan speaking performance adalah saya menjadi kurang konsentrasi, sehingga kadang lupa dengan apa yang saya akan katakan pada saat speaking performance.</p> <p>S: Pengaruhnya bagi saya ketika saya merasa cemas pada saat speaking performance yaitu konsentrasi saya hilang, karena tidak percaya diri dan lupa semua materi yang ingin saya katakan.</p> <p>S: Pengaruh kecemasan yang saya rasakan pada saat speaking performance adalah menurut saya pribadi langsung pikiran saya jadi bleng</p>

		Less of Eloquence/Concentration	<p>T: Apakah kecemasan yang anda rasakan speaking performance berpengaruh terhadap penguasaan materi anda?</p> <p>Does feeling anxiety that you feel in speaking performance affect to the mastery of your material?</p> <p>S: Eeee biasanya sih kalau nerves sekali sebelum itu biasanya eee tiba-tiba ditengah-tengah performance it biasa dilupa atau pokoknya sih berpengaruh kalau terlalu cemas atau terlalu dumbak-dumbak biasa seperti dilupa atau seperti tidak lancar atau tidak fasih.</p> <p>Eeee usually if I feel nerves, I suddenly forgot in the middle of the performance or anyway it is influence if too anxious or too worried, I usually forgot or not</p> <p>S: fluent in speaking.</p> <p>Hilang konsentrasi. Hilangnya konsentrasi saya karena biasa terganggu oleh teman. Jadi hilang konsentrasi dan juga apa yang saya sampaikan tadi sudah tepat atau salah jadi kepikiran terus</p> <p>S: makanya hilang saya punya konsentrasi.</p> <p>Hilang konsentrasi. Karena pada saat speaking performance, terus teman-teman dibawah berbicara atau rebut juga otomatis konsentrasi saya akan</p> <p>S: terganggu.</p> <p>Pengaruhnya jika saya merasa cemas pada saat saya speaking performance yaitu hilang konsentrasi dan</p> <p>S: terbata-bata pada saat berbicara didepan audiens.</p> <p>Pengaruhnya bagi saya ketika saya merasa cemas pada saat saya melakukan speaking performance yaitu tidak lancar atau terbata-bata karena saya merasa cemas, takut salah bicara dan malu diperhatikan teman-teman.</p>
		Un-satisfactory Achievement	<p>T: Kalau begitu seberapa penting strategi untuk mengatasi kecemasan dalam speaking performance, menurut anda?</p> <p>If like that, how important strategy is to overcome anxiety in speaking performance, what do you think?</p> <p>S: Eee sangat penting menurut saya. Karena kalau misalnya kita cemas diawal pasti hasilnya tidak terlalu maksimal, tidak sesuai yang kita harapkan.</p> <p>EEE it is very important to me. Because if for example we are early anxious, the result is not maximal or not as we are expected.</p> <p>Pengaruhnya yang saya rasakan pada saat speaking performance yaitu merasa khawatir tidak memuaskan hasilnya nanti.</p>

3	Strategy of Anxiety	Relaxation	<p>Taking Breath Deeply</p> <p>T: Oh, seperti apa cara mengatasi atau strategi atau cara mengurangi kecemasan yang anda gunakan dalam menekan atau mengatasi kecemasan itu? Oh, what like do your strategy to overcome or how is the strategy to reduce the anxiety that you use in reducing or overcoming the anxiety? S: Mengatur nafas Arrange the respiration T: Contohnya? What is the example? S: Kayak menarik nafas dalam-dalam baru di keluarkan sedikit-sedikit Like take a deep breath and then exhale slowly S: Strategi yang saya gunakan yaitu tarik nafas, membaca basmalah sebelum memulai menyampaikan sesuatu, tenang, harus menguasai materi supaya tidak gugup pada saat menyampaikannya dan tidak menghiraukan teman-teman yang menertawakan/mengejek saya didepan supaya tetap focus sama apa yang akan disampaikan setelah itu saya tidak merasa cemas lagi. S: Strategi saya untuk mengurangi kecemasan saya pada saat saya melakukan speaking performance yaitu tarik nafas dalam-dalam, mengalihkan pandangan keatas dan bergerak sedikit. Karena kalau menarik nafas dalam-dalam itu membuat kita sedikit lebih tenang.</p>	<p>T : Oh, selain itu kira-kira apa lagi? Oh, the other, what else? S : Seperti tangan digerak-gerakkan tangan Like shake the hands S: Strategi yang biasa saya gunakan untuk Smengurangi kecemasan saya pada saat saya melakukan speaking</p>

				yaitu banyak-banyak bergerak sebagai pengganti rasa gugup atau untuk menghilangkan rasa gugup.
			Close the Eyes	<p>T: Kalau misalnya anda pas lupa jadi bagaimana caranya untuk mengingat kembali?</p> <p>For example, if you forget the material then how to recall?</p> <p>S: Eee untuk mengingat kembali itu biasanya eee supaya tidak kelihatan grogi tapi biasanya sih saya menutup mata</p> <p>Eee to recall it, eee in order to be not seem groggy, I usually close my eyes</p> <p>...Cari tempat yang tenang/ strategis kemudian tutup mata dan biarkan tubuh menjadi rileks sehingga pikiran cemas dan takut itu hilang dan bisa konsentrasi lagi.</p>
		Mindset Management	Self Confidence	<p>S: Harus tetap percaya diri</p> <p>Must be keep confident</p> <p>T: Tetap percaya diri? Seperti apa</p> <p>Always keep confident? What is like?</p> <p>Strategi yang saya gunakan untuk mengurangi kecemasan saya pada saat speaking performance adalah dengan cara meningkatkan rasa percaya diri dan berusaha untuk tidak memperhatikan audiens atau mengalihkan pandangan dari sesuatu yang bisa membuat saya hilang konsentrasi.</p>

			<p>Positive Thinking</p>	<p>“Ketika kita merasakan cemas, ragu ataupun takut untuk melakukan sebuah speaking performance didepan kelas maka hal-hal yang positif yang terpikirkan adalah bahwa dalam proses pembelajaran itu tidak semudah membalikkan telapak tangan. Kita harus selalu berproses sehingga dengan demikian bisa menekan kecemasan kita (dumba-dumba kita) ketika ingin melakukan speaking performance”.</p> <p>“When we feel anxious, doubtful or afraid to do a speaking performance in front of the class then the positive things that come to mind is that in the learning process it is not as easy as turning the palm of the hand. We must always proceed so that we can reduce our anxiety when we want to do speaking performance”.</p> <p>Strategi yang saya gunakan untuk mengurangi kecemasan saya pada saat speaking didepan yaitu dengan cara menenangkan diri dengan berpikir positif, agar pada saat speaking performance bisa saya maksimalkan.</p> <p>Cara atau strategi yang saya gunakan agar kecemasan saya berkrang ketika saya speaking performance yaitu dengan cara berusaha untuk berfikir positif dan berusaha untuk mengimbangi rasa kurang percaya diri saya.</p>
--	--	--	--------------------------	--

		Peer Perception	Looking at The Comfortable Audience/ avoid to look at the audience	<p>Nah, jadi kalau misalnya eee sudah mulai cemas-cemas saya langsung curi-curi pandang lagi ke audience yang enjoy atau melihat ke arah jendela supaya speaking saya jadi lancar lagi Well, for example if eee I have started worrying or anxiously, I look at the audience who is enjoy or looking at the windows side. so that my speaking is running well again.</p> <p>Strateginya yang sering saya gunakan pada saat speaking performance yaitu saya tidak melihat mata teman-teman saya., karena kalau saya melihat teman-teman atau menatap matanya takutnya kalau teman-teman saya ganggu saya dengan cara sengaja mengedipkan matanya ke saya.</p> <p>Strategi yang saya lakukan kalau saya speaking performance supaya tidak gugup yaitu dengan cara saya speaking tanpa melihat atau menatap teman-teman didepan saya secara langsung.</p> <p>Strategi saya ketika cemas agar kecemasan saya berkurang yaitu dengan cara banyak bicara dan tidak melihat ke audiens .</p>

				<p>Strategy yang saya gunakan untuk mengurangi kecemasan pada saat speaking performance adalah dengan melihat kearah jendela kelas sejenak sambil berfikir untuk menyusun kalimat berikutnya yang ingin saya sampaikan, ataupun mengalihkan pandangan kemana saja asal tetap menjaga image sebagai seorang siswa yang berargumentasi dalam speaking performance . intinya harus tetap terlihat professional dalam menangani masalah speaking performance.</p> <p>Adapun strategi yang saya gunakan agar kecemasan saya berkurang pada saat melakukan speaking yaitu melihat ke atas dan melihat kedinding/tembok agar konsentrasi saya tidak terganggu.</p>
			<p>Regard the Audience as Puppets or ignoring the audiences</p>	<p>T : Mengurangi rasa groginya atau supaya rasa groginya berkurang, bagaiman strateginya atau caranya? How is your strategy to reduce your groggy?</p> <p>S : ... anggap saja kalau semua audience itu adalah boneka ... just thinking all the audience is a doll</p> <p>S:Untuk mengurangi kecemasan pada saat speaking performance yaitu berdoa dan tidak mernghiraukan audiens.</p> <p>S:Strategi saya untuk mengurangi kecemasan saya pada saat speaking performance yaitu melihat kedinding tembok dan tidak memperdulikan tingkah laku teman-teman yang berusaha mengganggu saya.</p> <p>Strategi saya yang saya gunakan untuk mengurangi kecemasan saya adalah tetap fokus pada topic, menganggap</p>

				<p>bahwa audiens adalah teman-teman yang sudah akrab dengan kita , sehingga tidak akan mengurangi konsentrasi pada saat speaking performance.</p>
		Instrument Support	<p>Holding a Table/Pulpit or Script</p>	<p>T: Oh menyandarkan tangan dan mengerak-gerakkan tangan yah? Oh, leaning your hands in the well and waving it?</p> <p>S: Iya dimeja, dimimbar atau apa yah Yes on the table, on the podium or what else?!</p> <p>S: Apa di?? Selain itu saya genggam keras atau erat-erat tanganku In addition I hold my hand hardly or tightly</p> <p>S: Dan kalau saya pake naskah, naskahnya saya tarik-tarik atau gulung-gulung And if I use a script, I pull or roll the script.</p> <p>Strategi yang saya akan lakukan yaitu mengalihkan pandangan sambil menarik-narik baju saya.</p> <p>Adapun strategi yang saya gunakan untuk mengurangi rasa cemas saya ketika saya melakukan speaking yaitu tarik skrip kalau ada atau pegang meja...</p>
			<p>Taking a Book /Pen/Paper</p>	<p>“Eh karena kalau misalnya speaking itu harus seperti ada yang dipegang atau di genggam kayak buku atau pulpen, karena supaya tidak kelihatan rasa grogi atau supaya kayak tidak merasa grogi begitu. Eh because if we are speaking, it should hold like book or pen. So that does not look groggy or nervous”.</p>

			Putting Hands into the Pocket	<p>... biasa di masukkan dalam saku celana supaya tdk Nampak gugup usually I inserted my hands in a pants pocket so not seem nervous</p> <p>Kadang untuk menekan itu saya meraba sela-sela baju atau kantong celana saya.</p>
		Self- Entertaining		<p>Oke, kira-kira bagaimana caranya atau strateginya yang kamu gunakan untuk mengatasi atau menekan kecemasan yang muncul itu saat speaking performance?</p> <p>Okay, how do you strategize to overcome or reduce the anxiety that arises when speaking performance?</p> <p>Apa yah, Oh mencoba untuk melucu Oh, trying to be funny</p>

APPENDIX 4

TRANSCRIPT OF INTERVIEWS RECORDING

Transscript 1

Recorded on December 1 st, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 10;50-11:30

T : Oke, dalam proses pembelajaran bahasa inggris, kadang guru memberikan speaking performance atau melakukan speaking atau speak didepan kelas.

S : Iye

T : Nah, ketika anda melakukan speaking performance, apakah anda merasa cemas ketika anda ingin melakukan speaking performance, apa yang anda rasakan? Apakah anda merasa cemas atau was-was ?

S : Sebenarnya senang

T : atau gugup?

S : Senang kak, pertama

T : Oh, Senang ?

S : Iye

T : Eeeee tidak merasa gugup?

S : Eeeee sedikit – sedikit

T : Sedikitji?

S : Iye, Karena teman-temanji semua yang didepan

T : Oh, teman-temanji semua?

S : Iye

T : Jadi itu semua yang bikin gugup?

S : Iye

T : Kira-kira apa yang bikin kita cemas?

S : Eeee, anu kak ketika ini ceritanya tidak kutau baru disuruhka naik

T : Oh ceritanya tidak ditau artinya, tidak dikuasai materinya?

S : Oh, begitu yah? Hmmm bagaimana kecemasan yang anda rasakan sebelum melakukan speaking ? sebelum naik kira-kira kecemasan apa yang anda rasakan?

T : Kecemasan spritual, hehehe iye kak kecemasan spritual. Eeee, tidak tau deh kayak bagaimana kak di? Bukanji cemeas itu, kayak eee.....

S : Ragu- raguka?

s : Iye ragu-ragu begitu. Iye kak

T : Ragu-ragu, sedikit ragu ragu yah?

S : Iye

T : Apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda ?

S : Iye, sangat berpengaruh kak, karena jika biasa dumba-dumba pertama baru pas naik seperti langsung bleng

T : Langsung i bleng ?

S : Iye

T : Oh, iyah oke, oke. Hmmmm, seberapa besar pengaruh kecemasan anda pada saat speaking performance berlangsung? Seberapa besar pengaruhnya kira-kira itu kecemasan atau was-was atau ragu-ragu ketika speaking performance berlangsung?

S : Kalau saya lebih berpengaruh kak pada penguasaan materi

T: Penguasaan materinya berkurang?

S : Iye

T : Misalnya diawal-awal itu sangat gugup yah?

S : Iye

T : Kemudian lama-lama akan hilang begitu?

S : Iya. Karena kalau misalnya sudah dikuasai materinya, eeee ini rasa dumba-dumba kita pasti hilang-hilang sedikit-sedikit

T : Oh, pasti yah? Oh iya, iya. Apakah anda berusaha untuk mengatasi itu sehingga agak redup itu sedikit kecemasan sama kita?

S : iye kak. Eee kalau pribadi saya kak anu dengan membuat kayak suatu hiburan-hiburan toh?

T : Oh jadi, eee yah strateginya untuk membuat hiburan –hiburan untuk diri sendiri, hiburan diri sendiri begitu?

S : Eee, iye begitu kak

T : Hmmmm. Itu, strateginya untuk menekan kecemasan?

S : Iye

T : Kecemasannya anda ?

S : Betul, kalau menurut saya toh kak secara pribadi.

T : Jadi istilahnya eeee seberapa penting sih strategi untuk mengatasi kecemasan itu dalam speaking?

S : Eh kalau saya sangat, sangat penting

T : Iye

S : Karena bisa juga itu hiburan kak. Eh, langsungmi kayak dipahami materinya

T : Oh begitu?

S : iye kayak langsung mudah dipahami

T : Oke sekarang, apakah anda pernah belajar atau pernah membaca atau pernah mendengar tentang strategi mengatasi kecemasan dalam berbahasa inggris itu? Eee, overcoming the anxiety

S : Eeee kalau misalnya membaca kak tidak pernah, tapi kalau mendengar pernah

T : Pernah dengar cara mengatasinya kira-kira bagaimana caranya untuk mengatasi?

S : Iye

T : Kira-kira bagaimana menurut anda?

S : Eeee kalau pertama kak, misalnya kalau pegangki kertas nekkere-nekkerekki begini

T : Iya

S : Kertasnya itu agak ditarik

T : Oh begitu yah

S : Iya agak tegang

T : Oh iya

S : Terus ini kaki kalau misalnya goyang-goyang

T : Oh, iya

S : Kita anu, apa goyang-goyang kak, bergerak

T : Oh jadi bergerak juga?

S : Iye

T : Oh begitu? Begitu strateginya?

S : Iye

T : Masih ada yang lain?

S : Eee ituji iya kak. Eeee body language kak toh.

T : Body language? Ada gerakan-gerakan.

S : Iye, supaya rasa cemasnya hilang, kita harus berpikir untuk apa lagi, apa lagi yang mau dibilang selanjutnya.

T : Oh iya, iya betul-betul. Oke, the last, apakah strategi khusus yang anda terapkan untuk mengurangi kecemasan, menekan keceemasan anda. Strategi khusus yang paling ampuh menurut anda?

S : Eh kalau misalnya pribadi saya kak toh eeee push up ka dulu kak

T : Oh push up dulu sebelum memulai?

S : Iye

T : Oh yayaya, oke thank you,

S : Iye ka

T : makasih

S : Syukron

Transcript 2

Recorded on December 1 st, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 10:50-11:30

T : Oke saya mau mewancarai dulu seputar eh speaking performance and eh the reducing anxiety bagaimana kita menekan tingkat kecemasan dalam speaking di kelas, yah? Ada beberapa pertanyaan disini, yang pertama adalah eh ketika anda di kelas, guru anda menyarankan untuk atau memanggil untuk melakukan speaking di depan kelas, di depan teman-teman anda. Apakah anda merasa cemas ketika ingin melakukannya?

S : cemas

T : cemas? Oh iya, apa yang membuat anda merasa pada saat melakukan itu?

S : Karena belum di tau apa yang mau disampaikan

T : oh belum di tau? Kalo sudah di tau apa materinya?

S : yah maju

T : Maju tapi tetap ada atau tidak ada?

S : tetap ada

T : Eh kira-kira bagaimana tingkat kecemasan yang anda rasakan sebelum melakukan speaking itu?sebelumnya? sebelum melakukan misalnya baru di panggil. Hah siap-siap itu kira-kira kecemasan apa yang anda rasakan? Apa sangat gugup kah atau biasa-biasa saja.

S : Biasa, cemas saja. Tapi pasti beda dengan kalo yang kalo siap, siap sekali memang

T : oh begitu, tapi yang jelas gugup?

S : iye

T : atau cemas ya ? Apakah kecemasan yang anda rasakan sebelum speaking berpengaruh terhadap penguasaan materi?

S : sangat

T: sangat berpengaruh ? contohnya?

S: Karena biasa eh terlalu khawatir, biasa dilupa apa yang ingin disampaikan

T: oh biasa di lupa apa yang di sampaikan?

S : iye

T : Ah pada saat speaking berlangsung seberapa besar pengaruh kecemasan itu?

S: eh biasa di awal-awal ji, kalo lama mi itu tidak mi

T: oh di awal yah

S: Iya

T: Jadi pengaruhnya sangat besar itu di awal-awal?

S: Iya

T: Jadi kalau begitu ketika kamu merasakan cemas pada saat speak berlangsung apakah kamu mencoba untuk menekan kecemasan tersebut yang muncul?

S: Maksudnya menekan bagaimana kak?

T: Menghilangkan

S: kasi hilang begitu?

T : Iya

S: oh iya begitu

T : oh biasa

S: Usahakan kasih hilang

T : Ada usaha untuk?

S : menghilangkan

T : Menghilangkan berarti anda berusaha untuk mengatasi kecemasan anda. Oke seberapa penting strategi untuk mengatasi kecemasan dalam speaking? Kira –kira seberapa penting itu untuk mengatasi/menghilangkan/mereduksi your anxiety. When you speaking? Seberapa besar kira-kira?

S: sangat penting

T: Ya sangat penting ya? Nah sekarang kira-kira seperti apa cara strategi untuk mengatasi/untuk menekan eh setiap kecemasan yang muncul pada saat speaking? Seperti apa caranya strategi anda?

S: Eh tetap pada saya

T: tetap percaya diri?berani? artinya speaking, PD saya ini bisa? Oh iya. Eh apakah anda pernah belajar membaca/mendengar tentang strategi mengatasi kecemasan?

S: Pernah

T: Pernah? Atau di tanya sama gurunya bilang misalnya begini-begini. Pernah? Respectnya. Apa-apa saja?

S: Eh

T: apa lagi?

S: harus tetap percaya diri

T : tetap percaya diri? Seperti apa

S: Berani

T: apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda? Strategi khususnya itu seperti apa yah?

S: Iya berani

T: iya siapa lagi tadi namanya

S: Rian

T: thank you rian.

Transcript 3

Recorded on December 1 st, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 10:50-11:30

T : Okey siapa tadi namanya?

S : Siapa?

T : Siapa?

S : Ikhsan

T : Ikhsan, tolong besar-besarkan suaranya yah!

S : Iya

T : Ada beberapa pertanyaan yang ingin saya sampaikan yang berkaitan dengan language anxiety in speaking dalam speaking di kelas. Yang pertamaitu, apakah anda merasa cemas ketika melakukan speaking performance dikelas?

S : Di kelas?

T : Iya di depan teman-teman anda?

S : ia ragu-ragu

T : Pasti rasa ragu-ragu atau cemas begitu yah? Kemudian apa yang membuat anda merasa cemas pada saat melakukan speaking? Ragu atau cemas atau dumbak-dumbak? Apa penyebabnya kira-kira itu?

S : Karena belum banyak kosakata yang dihafal kak

T : Oh, karena belum banyak dihafal kosakata, berarti belum menguasai materi atau bahasa inggrisnya ?

S : Bahasa iInggrisnya kak.

T : Bagaimana kecemasan yang anda rasakan sebelum melakukan speaking performance?

S : Kecemasan?

T : Misalnya dumbak-dumbaknya atau anxietinya.bagaimana sebelum anda speaking. Misalnya guru bilang kita akan speaking ini hari, kira-kira bagaimana rasa kecemasannya atau dumbak-dumbaknya itu, apakah sangat cemas atau bgaiman?

S : Iye sangat cemas, dumbak-dumbak sekali kak

T : Yang selanjutnya apakah kecemasan yang anda rasakan saat speaking performance berpengaruh terhadap materi anda/ speakinya?

S : Speaking?

T : oh yah sangat berpengaruh yah? Kira-kira seberapa besar pengaruhnya?

S : Sangat-sangat besar

T : Ketika kamu merasa cemas pada saat speaking performance, apakah kamu mencoba untuk menekan /mengurangi kecemasan anda yang muncul, atau menekan dumba-dumbak itu?

S : Supaya tidak dumbak-dumbak kak maksudnya?

T : iya

S : ohh iya kak

T : Jadi berusaha yah?

S : Iye berusaha kak

T : Seberapa penting sebenarnya itu strategi untuk menekan atau mengurangi atau menghilangkan dumbak-dumbak atau kecemasan, atau bagaimana menurut anda?

S : Supaya diingat-ingat semua kak

T : oh iya, supaya bisa lancar speakingnya ?

S : Iya

T : seperti apa kira-kira caranya atau strategi apa yang anda lakukan untuk mengatasi atau mengurangi / menekan kecemasan yang muncul? Apa kira-kira strateginya?

S : Supaya tidak dumbak-dumbak atau cemas

T : Eeee, yang biasanya adek lakukan sendiri, kira-kira bagaiman caranya?

S : yah, biasanya saya tanya temanku bilang bagaimana ini?

T : ditanya dulu temanya?

S : Iye

T : apakah ditanya memang dulu sebelum melakukan speaking performance?

S : Iye

T : kalau sudah performance biasa diatas masih dumbak-dumbakki atau masih cemas, langkah apa yang dilakukan?

S : Kalau diatas maki maksudnya kak?

T : iya, apakah tetap speaking saja atau bagaimana?

S : Tetap tenang dan tetap lanjut speaking saja kak

T : Tetap tenang? Berpikir positif atau berbuat hal-hal atau sesuatu

S : Bisa juga

T : Oh, begitu?

S : Iya, Kadang untuk menekan itu saya biasa meraba sela-sela baju atau kantong celana saya.

T : Mmmm, pernah diajar sama gurunya atau pernah belajar atau pernah membaca tentang strategi mengatasi kecemasan?

S : Sama guru kak ?

T : iya apakah diajar sama gur, atau pernah dengar atau pernah membaca tentang strategi dalam mengurangi kecemasan pada saat speaking performance?

S : Tidak pernah

T : Oh, belum pernah? Tapi bisa mengatasi sendiri kecemasannya ketika merasa cemas?

S : Insya allah

T : Jadi, tidak ada strategi khusus? Strategi khususnya? Atau itu saja yang tadi?

S : Iye

T : Harus dulu berlatih dan bertanya- tanya dulu ke teman?

S : Iye

T : Okey, Makasih dek

S : iye, sama-sama kak

T : Thank you

S : Kalau diatas maki maksud

Transcript 4

Recorded on December 1 st, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 10;50-11:30

T : Di ulang yah, hmhmhm sebelum melakukan speaking performance anda merasa cemas tidak?

S: Sedikit-sedikit kadang

T : Kadang?

S : Iye

T : Apa yang membuat anda merasa cemas?

S : Apa tadi itu? Materi, yah tidak menguasai materi

T : Tidak menguasai materi? Kalau dikuasai materi tetap gugup karena ada rasa malu tidak?

S : Tidak

T : Oh Tidakji?

S : Cuma teman-teman

T : Teman-teman anda?

S : Kalau cewek

T : Oh, Baru malu kalau cewek?

S : Iya, Baru malu

T : Oh iya, bagaimana kecemasan yang anda rasakan sebelum anda speaking , apakah gugup, dumba-dumba atau apakah?

S : Dumba-dumba, eh gugup

T :Gugup? Begitu?

S : iye

T : Apakah kecemasan itu berpengaruh atau tidak terhadap penguasaan materi anda?

S : Berpengaruh

T : Sangat?

S : Sangat berpengaruh

T : Oh iya.seberapa besar pengaruh kecemasan anda pada saat speaking performance?

S : 40%

T : 40% ?.ketika kamu merasa cemas saat speaking performance, apakah kamu mencoba untuk menekan kecemasan yang muncul?

S : Iya mencoba

T : Oke, apakah anda berusaha untuk mengatasinya?

S: Iya

T : seberapa penting strategi untuk mengatasi kecemasan speaking dalam performance?

S : Sangat penting

T : Oh, seperti apa cara mengatasi atau strategi atau cara mengurangi kecemasan yang anda gunakan dalam menekan atau mengatasi kecemasan itu?

S : Mengatur nafas

T : Contohnya?

S : kayak menarik nafas dalam-dalam baru di keluarkan sedikit-sedikit

T : Oh, selain itu kira-kira apa lagi?

S : Seperti tangan digerak-gerakkan

T : Kalau kaki bagaimana?

S : Kaki juga berjalan kesana sini diatas panggung/ didepan kelas

T : Oh, kalau misalnya drama pandangannya bagaimana?

S : kalau misalnya drama diatas kepala,maksudnya pandangan diatas kepalanya teman atau penonton atau rambutnya dilihat bukan matanya.

T :supaya apa?

S : Supaya apa yah????

T : Supaya tidak gugup atau apakah?

S :iya, supaya tidak grogi sama teman-teman atau penonton

T : Apa lagi tadi itu? Banyak berjalan ?

S : Iya, karena kalau tangan disimpan diatas mimbar ndak sopan

T : Oh

S : Begini. sama itu kertas

T : Kertas? Maksudnya?

S : Kertas ditarik atau digulung-gulung

T : oh, pernah dengar tidak tentang cara mengatasi kecemasan?

S : Pernah

T : Apa saja point-pointnya yang kamu pernah dengar?

S : Itu tadi, nafas, atur nafas

T : Atur nafas?

S : iya, sama penguasaan materi

T : Penguasaan materi dih???hmhmhm

S : kaki digerak-gerakkan atau jalan-jalan pada saat speaking performance

T : Kaki jalan-jalan atau digerak-gerakkan. Kemudian kalau body languagenya bagaimana?

S : Yah, banyak bergerak

T : Banyak bergerak ? dan tangannya digoyang-goyangkan?

S : Iye

T : Oh iya, apakah ada strategi khususnya yang anda terapkan dalam speaking performance diatas?

S : Pengaturan nafas

T : Apakah pengaturan nafas saja sama tangan yang digerak-gerakkan?

S : Penguasaan materi juga

T : Penguasaan materi juga yah? Oke Thank you for the second time

S : iya, sama-sama

Transcript 5

Recorded on December 1 st, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 10;50-11:30

T : Here I want to ask you about the speaking performance about your anxiety while you speak. Oke, the first, Kira-kira apakah anda merasa cemas dalam speaking perform, sebelum melakukan speaking performance?

S : Ee kalau menurut saya itu, kalau misalnya atau perasaan itu atau cemas itu kan eee sebelum perform itu hal yang paling wajar itu kan kalau orang eee maksudnya, maksud saya begitu.

T : Berarti ada yah?

S : Iya ada

T : Apa yang membuat orang kira-kira merasa cemas?

S : Mungkin kebanyakan orang, e hal-hal yang paling besar itu adalah hal-hal yang paling dia takut itu adalah kalau dia di depan umum

T : Oh, begitu yah?

S : Terus, yang kedua itu mungkin eee ketidak siapan materi

T : Oh, ketidaksiapan materi?

S : Atau hal-hal yang lain begitu

T : Kalau anda sendiri bagaimana?

S : Kalau saya sih hal yang paling biasa saya cemas kan yah itu ketika misalnya saya membawakan sebuah materi narrative text/atau teks yang bersifat spoof, dan kemudian materinya tidak saya kuasai.

T : Oh....

S : Nah, itu yang membuat saya cemas

T : Oh..

S : iya, kan itu gunanya untuk membuat teman-teman atau penonton tertarik pada saat melakukan speaking performance

T : ow....

S : Jika kita tidak bisa menyampaikannya secara tidak bagus

T : Yayayaya

S : Itu kan yang dicemas kan juga pada saat melakukan speaking perform orang, teman-teman atau penonton tidak tertarik lama-lama mereka bosan

T : Oh iya...ya..ya. itu yang dicemas kan yah?

S : Iya itulah yang dicemas kan

T : Jadi pembawaan materinya itu yang dicemas kan?

S : Iya

T : Yang selanjutnya, bagaimana kecemasan anda, yang anda rasakan sebelum speaking performance?

S : Kalau sebelum speaking performance sih pasti adalah seperti tegang, pasti pikiran harus-harus eh baik eh harus tampil sebaik mungkin.

T : Oh, iya...yah

S : Jangan sampai ada salah bicara, jangan sampai seperti ada begitu banyak kekurangan

T :Oke, Apakah kecemasan yang anda rasakan sebelum speaking itu berpengaruh terhadap penguasaan materi ?

S : Kalau saya sendiri sih mungkin tidak yah

T : Tidak berpengaruh atau tidak terlalu berpengaruh?

S : Tidak terlalu berpengaruh

T : Kalau pada saat berlangsung seberapa besar kecemasan itu berpengaruh?

S : Nah, kalau misalnya ee sementara berlangsung maksudnya sering itu kecemasannya tidak hilang, lama kelamaan berkurang kecemasan dan terus hilang dan kalau sudah terbiasa tampil diatas panggung atau didepan kelas sudah enjoy atau langsung enjoy

T : Berarti kecemasannya cuma diawal saja?

S : Iya diawal saja menurut saya

T : Ehhh, selanjutnya, ketika kamu merasa cemas dalam speaking perform, apakah kamu mencoba untuk eee menekan kecemasan tersebut atau mengurangi? Mencoba untuk menekan atau mengurangi yang diawal-awal tadi?

S : Oh iya, kalau cara saya sih biasanya kalau saya berpikir-pikir, eee saya berpikir, audience ada disini, ada diruangan maksudku mendengar saya speaking jadi pikiran saya harus tampil sebaik mungkin, harus tampil lebih baik dari teman-temanku sehingga rasa cemas itu tertekan

T : Jadi anda berusaha untuk mengatasinya?selanjutnya, seberapa penting strategi itu untuk mengatasi kecemasan dalam speaking perform?

S : Iya. Kalau saya itu strategi untuk mengatasi kecemasannya itu, hal yang paling penting yang harus dipersiapkan itu strategi sebelum perform, karena misalnya kalau kita gagal dalam strategi itu, penampilan kita otomatis akan hancur misalnya dalam penempatan-penempatan eee penyusunan materinya harus dipermantap dari A sampai Z betul-betul selesai baru lanjut lagi

T : Berarti sangat penting?

S : Iya sangat penting

T : Seperti apa cara agar strategi eee anda untuk mengatasi atau menekan setiap kecemasan yang muncul dalam speaking perform? Caranya atau strateginya?

S : Yang pertama sih biasanya saya ee itu eee harus melatih diri atau memahami materinya dengan betul-betul

T : Hmhmhmhm

S : Kedua,itu melakukan menghayal misalnya ketika pada saat dipanggil namanya ee jika badan kaku harus betul-betul berpikir positif dan menanamkan dalam diri kalau memang kita sudah siap untuk tampil dan harus bagus

T : Oh iya

S : Ketika saat perform, kita cari orang atau teman yang paling ramah, eh maksudnya yang paling ramah

T : Oh, cari yang paling ramah?

S : Iya paling ramah

T :Maksudnya pada saat speaking perform kita harus menghadap sama teman yang ramah?

S : Iya. Eh sering-sering mungkin menghadap kesana agar fokusnya itu bagus, dan enak dipandang mukanya sehingga tidak hilang konsentrasi pada saat speaking perform

T : Oh iya..ya..ya betul. Pernah belajar , membaca atau mendengar tentang cara mengatasi kecemasan?

S : Kalau belajar sih iya pernah. Karena kebetulan disekolah ini ada program unggulan public Speaking

T : Public Speaking?

S : Iya. Dan saya kebetulan ikuti program tersebut

T : Oh terus kira-kira apa-apa saja ee cara mengatasi yang pernah dipelajari?

S : Nah, kalau untuk cara mengatasinya misalnya seperti teman saya bilang kalau pake teks itu sudah eee tangannya harus tetap lurus, jangan terlalu kelihatan kalau kita tegang. Kalau misalnya jugakan kita ee tampil misalnya ceramah-ceramah biasa atau kultum dimesjid kan ada mimbar

T : Oh, terus?

S : Eh kalau misalnya kita tidak siap untuk tampil ee misalnya atau kita masih ragu-ragu untuk tampil kita naik ke mimbar supaya karena kan itu kalau dimimbar itu kaki tidak kelihatan ada juga meja-meja disediakan untuk menaruh teks. Nah, kita bisa sebagian ee sebagian badan kita berindung dimimbar agar tidak kelihatan gugupnya.

T : Kalau didalam ruangan bagaimana?

S : Kalau didalam ruangan sih, kalau misalnya kita sudah bleng

T : Terus bagaimana lagi?

S : Kalau misalnya kita sudah bleng itu, jangan berhenti tetap saja lanjut, yah walaupun materinya sudah jauh melenceng , yang terpenting kita harus kembali mengingat temanya.

T : Oh....

S : Ingat-ingat saja temanya, bicara seputar tema dan pasti akan kembali lagi materi yang kita ingin sampaikan lagi

T : Strateginya?

S :Iya

T : Yang lain ada lagi kira-kira?

S : Yah itumi misalnya kalau suasana dikelas kan, tampil dikelas suasananya sudah gaduh

T : Oh....yaya

S : Apalagi kalau sudah ribut begini

T : Bagaimana caranya?

S : Coba diam dulu. Diam, dengar pasti orang atau teman-teman akan heran. Oh, kenapa diam diatas ini, ada apa? Pasti lain suasanaya, dan pada saat sudah diam atau kalau misalnya ada MC, kita serahkan dulu ke MC untuk memperbaiki suasananya.

T : Audience, bagaimana?

S : Audience

T : Oh, yang terakhir, kira-kira strategi khusus yang anda terapkan untuk menekankecemasan anda?yang paling ampuh, strategi khusus apa?

S : Nah, kalau saya yang paling ampuh itu

T : Oh...

S : eeee gesture tubuhnya juga harus dimantapkan. Misalnya harus latihan terus

T : Yayaya..Latihan yah?

S : Iya Latihan. Sebelum latihan-latihan eh tapi jangan juga terlalu dipaksakan karena kalau misalnya kita terlalu memaksakan diri kita pasti suara akan hilang

T : Apakah berpengaruh?

S : iya, sangat mempengaruhi

T : Oke Thank you so much for you answer

Transcript 6

Recorded on December 1 st, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 10;50-11:30

T : Oke your name is?

S : Muh. Hasmin

T : Muh. Hasmin, yang mau saya tanya seputarkecemasan kita dalam melakukan speaking perform. Ee yang saya mau tanyakan disini beberapa point terutama mengatasi kecemasan itu dalam speaking perform yah?yang pertama itu ketika kamu melakukan speaking perform, apakah anda merasa cemas ketika anda speaking perform didepan kelas?

S : Iya , ragu-ragu

T : Ragu-ragu atau cemas?

S : Gugup yah

T : Gugup? Begitu yah?

S : Iya

T : Kira-kira apa yang membuat semua itu terjadi?

S : Eeeee belum terbiasa naik didepan kelas speakingperform

T : Oh belum terbiasa tampil yah?

S : Iya

T : atau belum terbiasa perform didepan kelas? Atau didepan teman-temannya?

S : Iya

T : Bukan karena pengaruh teman-temannya atau pengaruh gurunya?

S : Bukan

T : Oh, bukan? Yang jelas belum terbiasa yah? Bagaimana kecemasan yang itu , kecemasan yang anda rasakan saat speaking perform?

S : Eeeeeeeee

T : Bagaimana kecemasan yang anda rasakan ? sangat gugupkah atau biasa-biasa saja?

S : Oh, Gugup, sedikit

T : Cuma sedikit rasa gugupnya?

S : Iya

T : Seberapa besar pengaruh? Eee apakah kecemasan yang anda rasakan itu berpengaruh terhadap penguasaan materi.

S : Iya, berpengaruh

T : Sangat berpengaruh? Seberapa pengaruh kecemasan itu? Ketika speaking perform berlangsung?

S : Sangat berpengaruh

T : Sangat berpengaruh? Apakah anda mencoba untuk menekan kecemasan yang muncul pada saat speaking perform?

S : Iya

T : Iya? Apakah anda berusaha untuk mengatasi kecemasan yang anda rasakan ? berusaha?

S : Iya berusaha

T : Eee kemudian seberapa penting cara atau strategi untuk mengatasi kecemasan?

S : Sangat Penting

T : Sangat penting yah?

S : Iya

T :Eee seperti apa cara atau strategi anda untuk mengatasi atau menekan kecemasan yang muncul pada saat speaking perform?

S : Eeeee

T : Yang bagaimana, seperti yang contoh tadi?

S : Ohhh, harus selalu berani

T : Harus berani?

S : Iya

T : Begitu yah. Pernah belajar atau mendengar strategi mengatasi kecemasan pada saat speaking perform?

S : Belum pernah

T : Strategi khusus yang anda gunakan dalam mengatasi kecemasan dalam speaking dikelas apa? Saya ulangi saja?

S : Iya

T : Oke thank you so much Muh. Hasmin.

Transcript 7

Recorded on December 7 th, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 09;30-10:50

T : Oke, kita mulaiyah, Ee namanya siapa?

S : Nauval

T : Nauval,oke saya mau bertanya seputar speaking performance yah?bagaimana anxiety tentang kecemasan anda dalam sehubungan dengan speaking performance. Ee yang pertama itu apakah anda merasa cemas ketika ingin melakukan speaking performance didepan kelas?

S : Iya biasanya sedikit

T : Cemas?

S : Iya

T : Oh, gugup, atau ragu-ragu atau was-was, begitu yah?

S : Iya

T : Eh,apa yang membat anda merasa cemas?

S : Apa, Yang body atau audience?

T : Oh, gugup melihataudience begitu?

S : Iya, samabercanda didepan audience

T : Oh,bercanda didepan panggung? Bagaimana kecemasan yang anda rasakan ketika melakukan kecemasan yang dirasakan, kegugupan yang dirasakan? Bagaimana?

S : Gugup untuk berkata kata

T : Oh, berkata-kata begitu?

S : Iya

T : Oh ya...ya...ya. Apa kecemasan yang anda rasakan sebelum speaking performance? Apakah kecemasan yang anda rasakan saat sebelum speaking performance itu berpengaruhpada penguasaan materi anda?

S : Iya

T : Berpengaruh yah?

S : Iya

T : Kalau misalnya tiba-tiba bleng,bagaimana?

S : Langsung gugup tidak tau mau bilang apa-apa lagi

T : Seberapa besar kecemasan anda pada saat speaking berlangsung? Seberapa besar pengaruhnya pada saat speaking? Besar pengaruhnya buat bleng atausangat berpengaruh besar itu?

S : Biasa tiba-tiba bleng kalau-kalau

T: Berarti besar pengaruhnya?

S : Iya

T : Ketika kamu merasa cemas pada saat speaking performance apakah kamu mencoba untuk menekan atau menghilangkan kecemasan atau rasa dumbak-dumbak atau rasa gugup yang muncul? Berusaha untuk menghilangkan tidak? Menghilangkan?

S : Iya kayak memainkan sesuatu kayak begini?

T : Oh, Berusaha tidak?

S :Iya berusaha

T : Terus,Hemmm seberapa penting strategi untuk mengatasi kecemasan dalam speaking? Kira-kira strategi untuk mengatasi kecemasan dalam speaking performance, penting tidak?

S : Penting sih, maksudnya kak?

T : Seberapa pentingkira-kira ? sangat atau bagaimana menurutnya?

S : Sangat penting

T : Sangat penting?

S : Iya

T : Hmmm, seperti apa strategi yang anda gunakan untuk menekan atau menghilangkan kecemasan yang ada pada saat speaking perform?

S : Seperti mengalihkan perhatian

T : Mengalihkan perhatian, contohnya?

S : Seperti, misalnya hay guys

T : Atau apa lagi?

S : Yah kita menyapa penontonlah

T : Menyapa? Mengalihkan perhatian itu menyapa? Hmm pernah belajar atau membaca atau mendengar tentang strategi mengatasi kecemasan ? pernah dengar atau belajar? Atau pernah mendengar strateginya misalnya yang pertama-tama ini, kita harus begini, yang pernah didengar?

S : Iya

T : Kira-kira apa caranya?

S : Eee lupa-lupa ingat karena sudah lama juga

T : iya, caranya maksudnya?

S : Misalnya caranya itu harus eee berfikir positif, harus percaya diri, harus eee apa lagi??? Tidak memandang audience.

T : Tidak melihat audience ?

S : Iya

T : Tidak melihat kesemua orang ? begitu?

S : Iya

T : Begitu. Begitu strateginya yah? Jadi itu strategi khususnya?

S : Iya

T : Jangan melihat ke orang-orang atau audience yah?

S : Fokus ke eeeee???

T : Fokus kedepanlah atau ketemboklah atau bagaimana maksudnya?

S : Iya

T : Menunduk atau bagaimana?

S : Melihat kedepan sambil memfokuskan pandangan dan tangan biasa dimasukkan dalam saku celana supaya tidak nampak gugup.

T : Oke, Thank you, siapa lagi namanya?

S : Nauval

T : Thank you somuch Nauval.

Transcript 8

Recorded on December 7 th, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 09;30-10:50

T : Oke saya mau wawancara seputar eee speaking performance yah? Dengan anxiety atau kecemasan yang muncul pada saat speaking. Ada beberapa point disini,eee yang pertama itu, apakah anda merasa cemas ketika akan melakukan speakingperformance?

S : Biasanya sih begitu

T: Cemas? Eh apa yang membuat anda merasa cemas? Apakah karena malu didepan kelas tyampil, atau malu dengan gurunya atau penguasaan materinya atau apakah kira-kira menurut anda?

S : Terlalu Khawatir

T : Oh, bukan persoalan gurunya?

S : Bukan

T : Tapi karena khawatir memang?

S : Iya

T : Kira-kira bagaimana kecemasan yang anda rasakan sebelum melakukan speaking performance?

S : Hmmm,apa di?

T : Bagaimana kecemasan yang anda rasakan?

S : Kayak gemetar

T : Oh, Dumbak-dumbak atau gugup?

S : Iya dumbak-dumbak atau gugup

T : Kecemasan yang anda rasakan berpengaruh tidak terhadap penguasaan materi anda?

S : Berpengaruh sekali

T : Berpengaruh sekali? Seberapabesar kira-kira pengaruhnya?

S : Ehhh, ...

T : Ketika speaking berlangsung?

S : Biasanya begitu

T : Oh, kalau kecemasan itu dalam speaking itu berlangsung?

S : Eee iya kalau berlangsung, misalnya lupa apa yang ingin disampaikan

T : Lupa yang mau disampaikan, tiba-tiba bleng begitu maksudnya?

S : Iya ketika tiba-tiba saja bleng

T : Nah, ketika kamu merasa cemas pada saat speaking perform, apakah kamu mencoba untuk menekan kecemasan yang muncul pada saat itu?

S : Iya menekan

T : Mencoba menekan atau apakah anda berusaha untuk mencoba mengatasinya?

S : Iya, mencoba untuk mengatasinya

T : Seberapa penting strategi untuk mengatasi kecemasan dalam speaking performance?

S : Eeee strateginya itu???

T : Sangat penting?

S : Iya sangat penting

T : Eee seperti apa caranya atau strateginya untuk mengatasi kecemasan itu?

S : Eh berulang ulang diulangi latihan, supaya tidak gugup, ragu

T : Mengulang-ulang? materinya maksudnya?

S : Materinya iya

T : Yang ingin disampaikan ?atau supaya tidak apa?

S : Supaya tidak demam panggung dan tidak eeee

T : Apa lagi kira-kira? Apakah ada yang lain atau itu saja?

S : Iya

T : Pernah belajar tentang cara mengatasi kecemasan atau pernah belajar tentang kecemasan atau apa kira-kira yang pernah dipelajari? kalau misalnya kita ceramah atau speaking didepan public atau apa yang harus dilakukan supaya tidak merasa gugup?

S : Pertama itu apa yah?

T : Apa?

S : Eee harus mengetahui situasinya

T : mengetahui situasinya kemudian apa lagi?

S : Eeee tepat untuk menyampaikan apa yang mau disampaikan, tidak terbata-bata

T : Oh, jadi harus apalah atau bagaimana?

S : Eeeeeeee apa yah???

T : Terus kalau misalnya strateginya misalnya sudah diatas mimbar atau diatas panggung atau didepan kelas kira-kira bagaimana kalau sudah berlangsung?

S : Eeee banyak gerak

T : Banyak gerak?

S : Iya

T : Terus pandangannya bagaimana?

S : Pandangannya melihat kekanan dan kekiri atau tidak fokus pada satu penonton saja atau audience

T : Oh, begitu yah?

S : Iya

T : Kalau strategi khusus yang kamu gunakan, apa?

S : Khusus? Eeee bergerak-gerak

T : Bergerak-gerak?

S : Iya, supaya ndak terlalu gugup atau cemas atau grogi

T : Oke Thank you.

Transcript 9

Recorded on December 7th, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 09:30-10:50

T : Oke, Your name please??

S : Taufiq

T : Taufiq nur akbar?

S : Iya

T : Eee, oke disini saya mau wawancarai beberapa point penting tentang speaking performance and anxiety dalam speaking dengan tingkat kecemasan yang dirasakan. Yah? Yang pertama itu, ketika misalnya guru anda memanggil anda untuk speaking didepan kelas, di depan teman-teman anda, kira-kira sebelumnya itu anda merasa cemas tidak?

S : Yah, lumayan

T : Lumayan? Apa yang membuat anda cemas? Apakah karena pengaruh gurunya atau pengaruh teman-temannya atau pengaruh apakah? Atau pengaruh materinya atau lain-lain sebagainya. Apa pengaruhnya?

S : Eee kalau saya pemalu memang

T : Malu?

S : Iye

T : Demam panggung atau tidak?

S : Iya demam panggung

T: Demam panggung juga? Hmhm bagaimana kecemasannya yang kamu rasakan sebelum melakukan speaking perform? Was-waskah, atau dumba-dumbak.

S : Dumbak-dumbak, gemetar, tapi kadang-kadang biasa kalau lagi suasana-suasana enak memang, lagi lucu-lucu

T : Hmmm tidakji?

S : iya jadi saya juuga ikut melucu

T : Oh, jadi tergantung suasananya?

S : Iya

T : Kecemasan itu yang anda rasakan tergantung suasananya?

S : Iya tergantung suasana

T : Apakah kecemasan yang anda rasakan sebelum speaking perform berpengaruh terhadap penguasaan materi ?

S : Iya, berpengaruh

T : Biasanya bagaimana?

S : karena kalau gugup biasa dilupa apa yang saya hafal atau kuasai tadi

T : Oh, Iya. Yah pada saat speaking kira-kira seberapa besar pengaruhnya? Kecemasan itu pada saat speaking berlangsung?

S : Yah sangat besar yah

T : Sangat besar yah? Ketika kamu merasa cemas pada saat speaking perform, kira-kira kamu mencoba untuk menekan kecemasan yang muncul itu?atau bagaimana? Mencoba menekan atau menghilangkan kecemasan yang anda rasakan?

S : Iya mencoba dengan melucu

T : Oh, mencoba dengan melucu?

S : Iya

T : Jadi anda berusaha untuk mengatasinya?

S : Iya

T : Seberapa penting strateginya untuk mengatasi kecemasan dalam speaking itu?

S : Seberapa? Sangat penting

T : Sangat penting yah?

S : Iya

T : Oke, kira-kira bagaimana caranya atau strateginya yang kamu gunakan untuk mengatasi atau menekan kecemasan yang muncul itu saat speaking performance?

S : A.....Apa maksudnya?

T : Caranya?

S : Apa yah, Oh mencoba untuk melucu

T : Melucu?

S : Iya

T : Yang lain adakah?

S : Iya.

T : Hal yang lain selain melucu?

S : Seperti kayak begini, sandar sambil mengerak-gerakkan tangan

T : Oh menyandarkan tangan dan mengerak-gerakkan tangan yah?

S : Iya dimeja, di mimbar atau apa yah???

T : Dimeja atau dipodium?

S : Iya

T : Eee apa lagi?

S : Apa di?? Selain itu saya genggam keras atau erat-erat tanganku

T : Genggaman tangan keras?

S : Dan kalau saya pake naskah, naskahnya saya tarik-tarik atau gulung-gulung

T : Kertas ditarik atau digulung-gulung yah?

S : Iya, agar supaya tidak kentara gugupnya

T : Oh, iya. Oke selanjutnya pernah belajar atau membaca atau mendengar tentang strategi dalam mengatasi kecemasan?

S : Iya pernah kak

T : Dimana?

S : Di mesjid bapak-bapaknya

T : Apa-apa saja yang disampaikan disitu?

S :Itumi kalau

T : Caranya bagaimana?

S : Kalau pake naskah, naskahnya ditarik-tarik supaya tidak gugup, tidak kentara kalau sedang gugup, ada juga di film-film itu pake alat apa lagi itu dih? Supaya kalau gugupki ditekan keras-keras

T : Pake alat apa maksudnya?

S : Iye

T : Selain itu, kira-kira apa lagi.kalau misalnya berlangsung speaking performnya?

S : Iya

T : Na, kalau tiba-tiba gugup, apa yang harus diperbuat supaya tidak gugup?

S : Oh cubit badan sendiri atau tangan.

T :Cubit sendiri badan ? apalagi?

S : Apa lagi yah???

T : kalau strategi khusus yang kamu gunakan?

S :Yah?

T :Tentang speaking performance? Di kelas? Atau di depan audience? Caranya untuk mengatasi kecemasan yang muncul, karena kamu kan pemalu?

S :Iya, sakit sendiri saya

T : Sakit sendiri maksudnya apa yah?

S : Iya, cubit, karena cubit diri sendiri

T : Yang pasti bisa? Begitu??

S :Iya

T : Oke Thank you, thank you so much.

Transcript 10

Recorded on December 7 th, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 09;30-10:50

T : Saya mau tanya-tanya seputar kecemasan anda dalam speaking performance dengan strategiyang anda gunakan untuk menekan kecemasan itu. Ah, dan ketika gurunya memanggil anda untuk speaking di depan kelas, kira-kira anda sebelum itu merasa cemas tidak?

S: Hmhmmm...

T : Santai saja, santai

S : Iya

T :Nah,apa yang membuat anda merasa cemas?

S : Karena ketika saya disuruh, padahal saya tidak mengetahui atau menguasainya

S : Oh, anda tidak tau

S : Saya tidak mengerti

T : Anda tidak mengerti?

S : Iya

T : Anda tidak mengerti materinya berarti?

S :Iya

T : Kalau misalnya tau materinya, gugup tidak?

S : Tidak

T : Sebelumnya, tidak gugup lagikah??

S : Tidak'

T : Hmhm bagaimana kecemasan yang anda rasakan sebelum speaking? Bagaimana kecemasan yang anda rasakan? dumbak-dumbakkah, takutkah atau apakah ?

S : Malu-malu

T : Malu ?

S : Iya

T : Apa kecemasan yang anda rasakan sebelum speaking perform sangat berpengaruh terhadap penguasaan materi?

S : Berpengaruh

T : Sangat berpengaruh yah?

S : Iya

T : Seberapa besar pengaruh kecemasan yang anda rasakan ketika berlangsung speaking performance?

S : Ehhhhhh

T : Pengaruhnya? Apakah sangat berpengaruh?

S : Ehhhh

T : Ketika speaking berlangsung

S : 60%

T : Ohhh....

S : 60 %

T : 60%

S : Iya

T : Mmmm, ketika merasa cemas, dalam speaking kira-kira anda mencoba untuk menekan kecemasan yang muncul itu?

S : Iya mencoba untuk menekan

T : Supaya?oh jadi berusaha untuk mengatasinya?

S : Iya

T : hmhm.seberapa penting cara atau strategi untuk mengatasi kecemasannya dalam speaking?

S : Sangat penting

T : Sangat penting yah?kira-kira kalau kamu ee seperti apa cara atau strategi yang anda gunakan untuk mengatasi setiap kecemasan yang muncul? Strateginya atau cara-caranya untuk mengatasi

S : Menghilangkan rasa malu dan apa yah???

T : Cemas?

S : Dengan menjawab eeeee

T : Melakukan!

S : Dengan melakukan speaking sesuai kemampuan

T : Sesuai kemampuan

S : Iya

T : Jadi, eee apa lagi?

S : Ee itu saja

T : Itu saja? Ee seberapa ee pernah dengar tentang strategi mengatasi kecemasan? Pernah dengar atau belajar atau membaca tentang strategi dalam mengatasi atau menekan kecemasan?

S : Iya pernah, harus percaya diri

T : Oke, apakah itu yang pernah didengar?

S : Iya

T: Harus percaya diri?

S : Iya

T : Kalau strategi khususnya?

S : tidak ada kak

T : Yang kamu gunakan dalam speaking misalnya untuk mengatasi ee kecemasan dalam kelas?

S : Menghilangkan rasa malu

T : Oh, menghilangkan rasa malu saja?

S : Iya

T : Begitu yah?

S : Iya

T : Jadi anda tergolong pemalu yah?

S : Iya

T : Oke, Thank you Akram.

Transcript 11

Recorded on December 7 th, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 09;30-10:50

T: orang Jawa yah??

S : Iya kak Jawa Timur

T : Timur? Surabaya?

S : Blitar

T : Blitar yah.tidak jauh dari surabaya yah.Oh oke, oke adek Eh saya mau bertanya seputar Eh anxiety atau keceemasan dalam speaking performance dikelas yah. Ada beberapa item disini, yang pertama itu apa anda merasa cemas ketika ingin melakukan speaking? Ketika guru anda memanggil anda, misalnya eh speaking kelas atau dikelas

S :Hmmmm...

T : Nah masing-masing harus naik untuk speaking kelas, speaking perform didepan kelas? Nah disitu anda, apakah anda merasa cemas?

S : Iya

T :Iya ?

S : Iya

T : Eh, apa yang membuat anda merasa cemas biasanya?

S : Kalau tiba-tiba ditunjuk itu

T : Oh tiba-tiba ditunjuk?

S : Iya

T : perasaan cemas seperti apa yang anda rasakan?

S : eee kayak Takut takut

T : Harapannya yang dibelakang ditunjuk?

S : Karena kalau misalnya tidak ditau materi yang akan dibicarakan

T : Oh begitu. Jadi bagaimana kecemasan yang anda, eh yang kamu rasakan ?

S : Khususnya?

T : Bagaimana kecemasan yang kamu rasakan misalnya eh gemetaran atau....?

S : Ehhh

T : Hilang materinya atau

S : Hahaha

T : Takut atau malu

S : Cuma malu palingan

T : Cuma malu?

S : Iya

T : Jadi kecemasan yang anda rasakan sebelum speaking itu berpengaruh tidak dengan penguasaan materinya?

S : Tentu saja

T : Tentu?

S : Hmhm

T : Seberapa pengaruh kecemasan yang anda rasakan dalam speaking ketika speaking performance itu berlangsung.

S : Mmmm

T : Seberapa besar pengaruhnya ketika berlangsung?

S : Maksudnya

T : Kecemasan itu

S : Kalau sudah lama-lama ngomong atau berbicara didepan yah sudah tidak lagi

T : Maksudnya di awal-awal?

S : Iya di awal-awal saja

T : Kalau dipersenkan, hanya berapa persen? Kisaran 20, 30, 40 sampai 50?

S : 40%

T: 40? Mmm anda mencoba tidak untuk Ee menekan kecemasan yang muncul itu pada saat anda speaking?

S : Iya

T : Mencoba?

S : Iya mencoba

T : Jadi anda berusaha untuk mengatasinya?

S : Iya

T : Oh, berarti strategi itu penting. Seberapa penting kira-kira strategi itu menghadapi kecemasan dalam speaking?

s : Eh sangat penting sekali kak

T : Kira-kira alasannya apa? Kenapa sangat penting?

S : Karena kalau kita tidak mampu menenangkan diri kita

T: Ohhh,

S : Saat bicara di depan itu pasti gugup

T : Oh, gugup . seperti apa cara atau strategi anda untuk menekan atau mengatasi kecemasan atau kegugupan itu? Yang muncul pada saat speaking?

S : Cuma menikmati diri sendiri

T : Menikmati diri sendiri ? apa lagi?

S : Ehhhhh,

T : Tampil percaya diri saja

S : Iya tampil saja. Tapi kalau masalah malu masalah tidaknya yah dibelakangan

T : Di belakangan?

S: Iya

T : Tetap tampil

S : Iya

T : Kemudian, pernah belajar atau mendengar atau membaca tentang strategi mengatasi kecemasan?

S : Ndak

T : Tidak pernah?

S : Iya tidak pernah

T : Jadi strategi khususnya yang anda gunakan adalah percaya diri.

S : Iya percaya diri saja

T : Percaya diri. Oke thank you so much.

Transcript 12

Recorded on December 15 th, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 10:50-12:10

T : Ok, your name please?

S : My name is.....

T :Oke, tadi pada saat speaking performance saya amati ee anda melihat kesana-kesini audience sambil menggerak-gerakkan tangan, kaki digerak-gerakkan, senyum-senyum kepada audience kemudian menggoyang-goyangkan badan, tangan. Pertanyaan saya disini kira-kira utuk apa semua itu dan kenapa bisa begitu?

S : Oh, menurut saya kak supaya hilang anu, ee maksud saya supaya perasaan grogi sama mengambil juga perhatian dari audience

T : Oh, Kemudian pada saat apa tadi?, ee kegiatannya tadi yang itu, yang misalnya sambil mengerak-gerakkan tangan, apakah itu termasuk salah satu strategi anda untuk mengurangi kecemasan anda pada saat speaking performance?

S : Iya, mengurangi kecemasan dalam speaking performance sama menarik juga perhatiannya audience.

T : Kemudian, apakah anda pernah belajar, membaca atau mendengar tentang strategi dalam mengurangi kecemasan atau dalam mengatasi kecemasan ?

S : Tidak, tapi ada di film dulu saya liat, ee anu juga ee film itu maksud saya kak menonton di televisi pada saat presiden itu mengatasi keemasannya pada saat berbicara di depan audience.

T : Seperti apa itu yang dilakukan presiden?

S :Ee mencubit badannya sendiri kalau terlalu grogi atau ada sesuatu yang digenggam supaya hilang rasa grogi

T : Oh, begitu yah.okok thank you so much

Transcript 13

Recorded on December 15 th, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 10;50-12:10

T : Oke, disini saya akan mewawancarai anda sedikit. Tadi sebelum anda melakukan speaking performance anda menggerakkan tangan,kemudian pegang-pegang kepala/rambut, paha digoyang-goyang atau menggoyang-goyangkan pahanya kemudian sambil senyum-senyum. Disini menurut anda fungsinya untuk apa semua itu kira-kira?

S : Kalau menurut saya untuk menghilangkan rasa grogi karena kebanyakan orang-orang yang berbicara saja tanpa melibatkan teman-temannya, misalnya saja tangan ee pasti grogi karena sebelum melakukan persentase atau speaking perform pasti dan sudah mempersiapkan apa yang ingin dia sampaikan.

T : Oh yayaya, kemudian apakah kalau misalnya anda menggerakkan tangannya atau sambil senyum-senyum, apakah itu adalah salah satu strategi anda untuk mengurangi keemasannya pada saat speaking perform?

S : Kalau menurut saya begitu karena ee orang speaking english pada setiap orang pasti berbeda. Ada yang hanya diam, hanya menggerakkan tangan sambil senyum-senyum dan ada juga yang tanpa berekspresi.

T : oke sudah yah, Thank you

Transcript 14

Recorded on December 15 th, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 10;50-12:10

T: Oke, langsung mulai saja. eee mohon maaf saya minta waktunya sedikit yah, saya mau wawancara seputar speaking performance dan masalah kecemasan. Okey disini pertanyaanku sebelum anda memulai speaking performance tadi, saya perhatikan anda jalan-jalan sambil bersandar didinding kemudian apa lagi yah? Kalau menurut anda apa fungsi dari gerakan-gerakan anda yang anda lakukan tadi?

S : Kalau itu sih, kalau itu yah biasa saya jalan-jalan dulu untuk mencari apa yah? eee mencari mood yang bagus misalnya cari suasana baru istilahnya begitu, menyesuaikan sama panggung itu kan menurut saya cukup penting bagi semua speaker, mungkin saja ini adalah salah satu trik supaya eee mind nya atau pikirannya lagi direfresh begitu.

T : Apa yah, eee kalau misalnya tadi saya perhatikan juga anda sambil speaking performance sambil menggerakkan tangan itu eee tujuannya kira-kira untuk apa?

S : Oh, kalau ini untuk itu sendiri, kalau misalkan ada saatnya dimana kita masih mikir apa yang kita tambahkan harus kita upgrade kata-katanya, makanya kita untuk itu sangat tidak enak jika dilihat sama audience dibawah kita hanya diam diatas, diam terpaku, diam sambil berbicara nah eee gerakan tangan itu selain untuk apa yah, untuk strategi, untuk menghibur penonton atau audience supaya tidak bosan melihat kita berdiri atau perform, terus itu juga dapat menjadi pengganti kata-kata ketika kita blank, kita lupa eee apa yang ingin disampaikan, kita goyangkan tangan kita untuk mengundur waktu atau menjedahkan waktu istilahnya supaya kita terupdate lagi pikirannya.

T : Oh Iya. Ee menurut anda yang ketiga ekspresi itu tadi, apakah termasuk salah satu strategi untuk mengurangi kecemasan pada saat speaking performance?

S : Iya, oh, kalau itu sih, kalau itu saya sarankan, kalau itu sih dulu guru saya waktu di public speaking itu, dia sangat menganjurkan itu, untuk menambahkan gerakan tangan, jadi menurut saya itu termasuk strategi.

T: kira kira apa lagi yg penting dilakukan supaya hilang anxiety ta?

S: eee begini, ketika kita merasakan cemas, ragu ataupun takut untuk melakukan sebuah speaking performance didepan kelas maka hal-hal yang positif yang terpikirkan adalah bahwa dalam proses pembelajaran itu tidak semudah membalikkan telapak tangan. Kita harus selalu berproses sehingga dengan demikian bisa menekan kecemasan kita (dumba-dumba kita) ketika ingin melakukan speaking performance.

T : Okey Thank you.

Transcript 15

Recorded on December 15 th, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 10;50-12:10

T :Ok, your name please?

S : My name is Da'watul Khair

T : yah, langsung saja sama pertanyaan intinya yah.tadi waktu speaking performance Da'watul Khair saya perhatikan sambil speaking sambil pegang buku,kira-kira untuk apa itu dan kenapa itu?

S : Eh karena kalau misalnya speaking itu harus seperti ada yang dipegang atau di genggam, karena supaya tidak kelihatan rasa grogi atau supaya kayak tidak merasa grogi begitu.

T : Oh begitu yah. Ini ada sedikit pertanyaan yang ada kaitannya dengan kecemasan dalam speaking performance.petanyaanya, apakah anda merasa cemas ketika anda ingin melakukan speaking performance?

S : Ehh, kalau misalnya speaking performance kan biasa ikut lomba speech atau lomba story telling ee itu seperti sudah tidak nerves-nerves lagi cuma kalau yang nerves itu kalau ada kamera atau apakah,pasti agak nerves.

T :Oh yayaya. Eee kemudian apa yang membuat anda merasa cemas pada saat melakukan speaking performance?

S : Ehh takutnya kalau misalnya eee pada saat speaking performance itu salah ucapan, itu atau misalnya eee tiba-tiba salah ucap atau misalnya yang digunakan itu sebenarnya bukan tenses yang ini atau misalnya pas diatas tiba-tiba lupa.

T : Kalau misalnya anda pas lupa jadi bagaimana caranya untuk mengingat kembali?

S : Eee untuk mengingat kembali itu biasanya eee supaya tidak kelihatan grogi tapi biasanya sih saya menutup mata tapi kalau tidak yah biasanya saya pegang buku, pulpen atau apa saja

T : Oh iya. Bagaimana kecemasan yang anda rasakan sebelum melakukan speaking performance?

S : Kalau kecemasan itu tidak cemas-cemas sekali atau tidak terlalu cemas sih selama tidak ada kamera

T : Begitu yah.kemudian apakah kecemasan yang anda rasakan pada saat speaking performance berpengaruh terhadap penguasaan materi anda?

S : EEE biasanya sih kalau nerves sekali sebelum itu biasanya eee tiba-tiba ditengah-tengah performance itu biasa dilupa atau pokoknya sih berpengaruh kalau terlalu cemas atau terlalu dumbak-dumbak biasa seperti dilupa atau seperti tidak lancar atau tidak fasih.

T : Ok. Kalau begitu, kalau misalnya eee merasa grogi bagaimana strategi anda supaya misalnya perasaan groginya itu hilang atau berkurang?

S : Iya

T : Mengurangi rasa groginya atau supaya rasa groginya berkurang, bagaiman strateginya atau caranya?

S : Kalau mengurangi rasa grogi itu biasanya sebelum tampil ada di mindset mengatakan jangan lihat matanya orang tapi lihat atau anggap saja kalau semua audience itu adalah boneka atau lihat jidatnya karena kalau misalnya dilihat matanya orang pasti akan ada didalam hati tersirat bahwa ee bagaimana komentarnya ini orang nanti terhadap saya pasti begitu, pasti kita merasa grogi kalau begitu jadi tanamkan mindset sebelum perform.

T : Kalau begitu kira-kira seberapa besar pengaruh kecemasan anda pada saat speaking performance berlangsung?

S : Kalau cemas diawalnya biasanya sih fasih atau lancar tapi kalau misalnya cemas diawal pasti yang dirasa, pasti kalau misalnya kita sudah turun speaking performance selalu terpikir seperti ada yang salah, seperti penampilan saya tadi tidak betul, seperti tidak ini, dan kecemasan itu pasti ada kalau misalnya kita cemas pasti yang dirasa seperti tidak memuaskan penampilanku tadi

T : Ok.ketika kamu merasa cemas pada saat speaking performance apakah kamu mencoba untuk menekan atau mengurangi kecemasannya yang muncul?

S : Ehh, misalnya kayak terlalu cemas, misalnya dihilangkan kecemasannya, biasa sih eee kadang mau dihilangkan tapi susah. Kalau misalnya ada kecemasan dalam diri tapi kalau misalnya ada mindset mengatakan pasti saya bisa, yah pasti bisa.

T : Misalkan pada saat anda grogi pada saat speaking performance eee apakah anda berusaha untuk mengatasi kecemasan anda?

S : Iya

T : oh yayaya. Kalau begitu seberapa penting strategi untuk mengatasi kecemasan dalam speaking performance, menurut anda?

S : EEE sangat penting menurut saya. Karena kalau misalnya kita cemas diawal pasti hasilnya tidak terlalu maksimal, tidak sesuai yang kita harapkan.

T : Eee, kemudian seperti apa cara atau strateginya untuk mengatasi atau menekan setiap kecemasan yang muncul pada saat speaking performance?

S : Sebelum tampil maksudnya?

T : Pada saat speaking performance.

S : EEE kalau misalnya untuk menghilangkan itu, untuk menghilangkan, untuk mengatasi kecemasan pada saat performance ee kadang-kadang kalau saya, kalau misalnya pas saya cemas baru tiba-tiba saya lupa saya akan diam, terus saya melihat orang/menatap audience, sambil menenangkan dulu hati baru saya lanjut kembali supaya kecemasannya hilang.

T : kemudian, apakah anda pernah belajar atau membaca atau pernah mendengar tentang strategi untuk mengatasi kecemasan?

S : Pernah ada buku saya baca yang judulnya apa yah sudah lupa judulnya kayak sudah agak lama, pokoknya tentang psychology tentang bagaimana caranya menghilangkan rasa kurang percaya diri atau rasa nerves sebelum berbicara.

T : Apakah ada strategi khusus yang anda terapkan untuk menekan kecemasan anda atau untuk mengurangi kecemasan anda pada saat speaking performance?

S : Kalau saya strategi khusus sih tidak ada karena biasa berubah-ubah . misalnya kalau misalnya strategi mendiamkan audience supaya bisa diingat kembali, terus biasa lagi eee kayak ada benda yang dipegang atau sesuatu yang dipegang itu juga biasa dilakukan jadi sepertinya sih tidak ada strategi khusus.

T : oke kalau begitu. Thank you so much.

Transcript 16

Recorded on December 15 th, 12 2017

Location : X11 IPA Classroom of AL-FITYAN Senior High School of Gowa.

Time : 10;50-12:10

T : Oke your name please?

S : Hauzan kak

T : Oke ada sedikit pertanyaan tentang cara mengatasi kecemasan yah? Eee disini tadi kan anda sudah speaking performance, jadi disini apakah anda merasa cemas ketika anda ingin melakukan speaking performance?

S : Eee kadang-kadang kalau menurut saya pribadi sih, kadang-kadang itu kalau kecemasan sebelum speaking itu pasti ada dalam setiap orang walaupun biar yang sudah termasuk profesional pasti ada, nah disini tentu saja sayajuga mengalami sebelumnya.

T : Iya. kemudian, apakah yang membuat anda merasa cemas pada saat melakukan speaking performance kira-kira?

S : Eee kadang sih kalau dalam bahasa inggris itu biasanya kadang takut articulationnya tidak pas kayak tidak pas, terus penyampaiannya yang diterimah dikelas seperti tidak bagus begitu, seperti susah dipahami oleh orang-orang atau audience, seperti orang tidak terhibur, jadi seperti kita saja yang bicara sendiri didepan atau diatas.

T : Ohh yah, begitu yah. Kemudian selain itu, bagaimana kecemasan atau anxiety yang anda rasakan sebelum speaking performance?

S : Eee kadang sih kalau masalah kecemasannya paling pertama itu kan kita harus merubah mindset dulu, seperti ini kita kan berdiri didepan ini orang-orang harus siap untuk berbicara, terus orang-orang siap juga untuk mendengarkan kita. jadi otomatis kita

harus menemukan kepercayaan diri. Jadi kalau menurut saya pribadi sih terus yang kedua yaitu otomatis harus selalu latihan, latihan dan latihan atau banyak latihan.

T : Begitu yah. Kemudian apakah kecemasan yang anda rasakan sebelum speaking performance berpengaruh terhadap penguasaan materi anda?

S : Nah, kadang sih kalau masalah kecemasan kadang iya, kadang juga terlalu kentara kalau kita kan biasanya curi-curi pandang ke audience. Ketika kita melihat audience kurang terhibur nah disitulah langsung naik kecemasan kita otomatis up lagi, up lagi . nah, kadang eee disitu fokus mulai berkurang jadi langsung blank. Kalau pas kita sudah blank, disitulah kita mulai panik, kalau terlalu kentara paniknya jadi kayak performance menurun juga.

T : Kemudian seberapa besar pengaruh kecemasan anda pada saat speaking performance berlangsung?

S : Eeee sekitar 20-30 %

T : oke, ketika kamu merasa cemas pada saat speaking performance apakah kamu mencoba untuk menekan kecemasan anda yang biasanya muncul?

S : iya, eee biasa saya lakukan karena inikan kecemasan atau masalah kecemasan itu berpengaruh sekali, nah, jadi kalau misalnya eee sudah mulai cemas-cemas saya langsung curi-curi pandang lagi ke audience yang enjoy supaya speaking saya jadi lancar lagi, bagus lagi, terus eee sudah tidak melihat lagi ke audience yang kurang menikmati supaya tidak naik rasa cemasnya lagi, supaya tidak up lagi kecemasannya.

T : Kemudian next, apakah anda berusaha untuk mengatasi kecemasan anda pada saat itu?

S : Iya

T : Oke, seberapa penting strategi untuk mengatasi kecemasan dalam speaking performance menurut pendapat anda?

S : Sepertinya kalau begitu sangat penting.

T : Eee kalau penting sekali menurut anda seberapa pentingnya?

S : Eee seperti kalau itu masalah kecemasan, itu seperti harus masalah yang pertama yang harus diatasi pada saat kita mau speaking performance.

T : Terus, seperti apa cara atau strategi anda untuk mengatasi atau cara untuk mengurangi setiap kecemasan yang muncul pada saat speaking performance berlangsung?

S : Yang pertama sih yah otomatis harus latihan terlebih dahulu, kita harus latihan supaya kita yakinkan kepada diri kita sendiri supaya tidak cemas duluan, kita harus yakinkan diri kita supaya bisa, supaya harus tampil maksimal di depan audience, terus yang kedua itu kita mencari audience yang betul-betul merasa enjoy melihat kita perform, tetapi jangan langsung menatap matanya kalau memang kita tidak bisa menatap matanya pada saat sedang berbicara.

T : Oh begitu yah. Terus pertanyaan selanjutnya apakah anda pernah belajar, membaca atau mendengar tentang strategi dalam mengatasi kecemasan?

S : Iya, kalau belajar pernah karena disini ada kegiatan eskul dulu yaitu public speaking.

T : Ohh, disini ada eskulnya dulu yah?

S : Iya

T : kemudian apakah ada strategi khusus yang anda terapkan dalam menekan atau mengurangi kecemasan anda pada saat speaking performance misalnya?

S :Oh, kalau strategi khusus sih sepertinya tidak ada kak

T : Okelah kalau begitu thank you so much yah!!!

APPENDIX V

DOCUMENTATION



Students brought the book during activity.



Seemed to wipe sweat at beginning performance



Gesticulate
performance



Taking a breath deeply

Closing the door/pointing a friend before starting



Reluctant to start the performance



Looks stammered in speaking



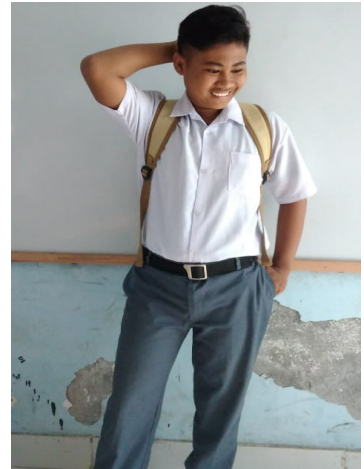
Looked blushed



Looks tense



Scratching the head



Wiping the hair



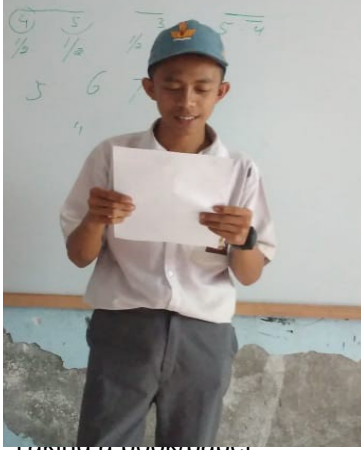
Putting hands into the pocket



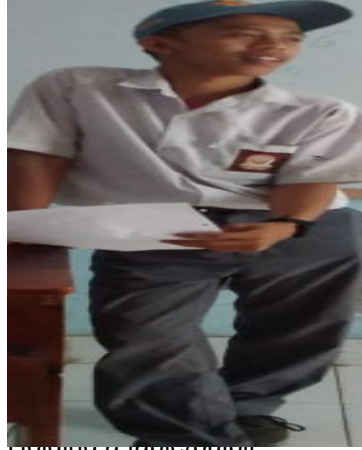
Often looking up or sideways in the window



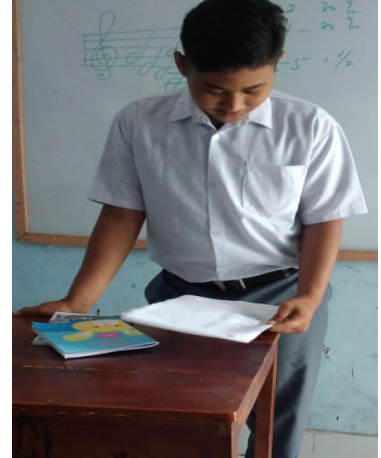
Hand-cuffing



Taking a book/paper



Holding a table/pulpit





KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI MAKASSAR
PROGRAM PASCASARJANA

Kampus UNM Gunungsari Baru, Jl. Bonto Langkasa, Makassar-90222,
Telp. (0411) 830366, Telp./Fax. (0411) 855288,
Email: pasca@unm.ac.id, Laman: <http://pps.unm.ac.id>

Nomor : 9819/UN36.8/KM/2017
Lamp. : 1 (satu) exp. proposal
Perihal : Izin Penelitian
Yth. : **Gubernur Provinsi Sulawesi Selatan**
Cq. Badan Koordinasi Penanaman Modal Daerah

di
Makassar

Dengan hormat disampaikan bahwa sehubungan dengan rencana penelitian untuk tesis bagi mahasiswa Program Pascasarjana Universitas Negeri Makassar yang namanya tersebut di bawah ini:

Nama Mahasiswa : **SITTI ASMIN DUMARNI**
Nomor Pokok : **15B01197**
Program Studi : **Pendidikan Bahasa - (S2)**
Kekhususan : **Pendidikan Bahasa Inggris**

Komisi Pembimbing:

Pembimbing 1 : **Prof. Dr. Haryanto, M.Pd.**
Pembimbing 2 : **Dr. Syarifuddin Dollah, M.Pd.**

Dengan Judul Penelitian:

Students' Strategies in Reducing Anxiety in Speaking English Performance

untuk keperluan tersebut di atas, dimohon kiranya Bapak/Ibu berkenan untuk memberikan izin kepada yang bersangkutan untuk melaksanakan kegiatan penelitian.

Demikian atas perhatian dan kerja sama yang baik, diucapkan terima kasih.

Makassar, 22 November 2017

Direktur Program Pascasarjana Universitas Negeri
Makassar,

Prof. Dr. Jasruddin, M.Si.
NIP 196412221991031002

Tembusan :

1. Rektor UNM
2. Asdir I dan II PPs UNM
3. Koord. Bidang Kerjasama dan Publikasi PPs UNM
4. KPS Pendidikan Bahasa S2
4. Mahasiswa/i ybs.

Tetap Jaya dalam Tantangan





PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

Nomor : 16322/S.01P/P2T/11/2017
Lampiran :
Perihal : Izin Penelitian

Kepada Yth.
Bupati Gowa

di-
Tempat

Berdasarkan surat Direktur PPs UNM Makassar Nomor : 9819/UN36.8/KM/2017 tanggal 22 November 2017 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **SITTI ASMIN DUMARNI**
Nomor Pokok : 15b01197
Program Studi : Pend. Bahasa Inggris
Pekerjaan/Lembaga : Mahasiswa(S1)
Alamat : Jl. Bonto Langkasa, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul :

" STUDENTS STRATEGIES IN READING ANXIETY IN SPEAKING ENGLISH PERFORMANCE "

Yang akan dilaksanakan dari : Tgl. **23 November s/d 23 Desember 2017**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Demikian Surat Keterangan ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar
Pada tanggal : 23 November 2017

A.n. GUBERNUR SULAWESI SELATAN
KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU
PINTU PROVINSI SULAWESI SELATAN
Selaku Administrator Pelayanan Perizinan Terpadu

A. M. YAMIN, SE., MS.

Pangkat : Pembina Utama Madya
Nip : 19610513 199002 1 002

Tembusan Yth

1. Direktur PPs UNM Makassar di Makassar;
2. *Pertinggal.*

SIMAP PTSP 23-11-2017



Jl. Bougenville No.5 Telp. (0411) 441077 Fax. (0411) 448936
Website : <http://p2tbkpmmd.sulselprov.go.id> Email : p2t_provsulsel@yahoo.com
Makassar 90222





PEMERINTAH KABUPATEN GOWA
BADAN KESATUAN BANGSA DAN POLITIK

Jln. Mesjid Raya No. 30. Telepon. 884637. Sungguminasa – Gowa

Sungguminasa, 24 November 2017

K e p a d a

Nomor : 070/ 1688 /BKB.P/2017

Lamp : -

Perihal : **Rekomendasi Penelitian**

Yth. Ka. UPT Pendidikan Wilayah Gowa

Di-

T e m p a t

Berdasarkan Surat Badan Koordinasi Penanaman Modal Daerah Provinsi Sul-Sel Nomor: 16322/S.01P/P2T/11/2017 tanggal 23 November 2017 tentang Rekomendasi Penelitian

Dengan ini disampaikan kepada Bapak/Ibu bahwa yang tersebut di bawah ini:

Nama : **SITTI ASMIN DUMARNI**
Tempat/Tanggal Lahir : Pakkodi, 14 Juni 1987
Jenis kelamin : Perempuan
Pekerjaan : Mahasiswa (S2)
Alamat : Jl. Sultan alauddin II

Bermaksud akan mengadakan Penelitian/Pengumpulan Data dalam rangka penyelesaian Skripsi/Tesis di wilayah/tempat Bapak/Ibu yang berjudul "**STUDENTS' STRATEGIES IN REDUCING ANXIETY IN SPEAKING ENGLISH PERFORMANCE**"

Selama : 23 November s/d 23 Desember 2017
Pengikut : Tidak Ada

Sehubungan dengan hal tersebut di atas, maka pada prinsipnya kami dapat menyetujui kegiatan tersebut dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan kepada yang bersangkutan harus melapor kepada Bupati Cq. Badan Kesatuan Bangsa dan Politik Kab.Gowa;
2. Penelitian/ tidak menyimpang dari izin yang diberikan.;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) Eksemplar copy hasil penelitian kepada Bupati Gowa Cq. Kepala Badan Kesatuan Bangsa dan Politik Kab.Gowa.

Demikian disampaikan dan untuk lancarnya pelaksanaan dimaksud diharapkan bantuan seperlunya.

An. **BUPATI GOWA**
KEPALA BADAN,

DRS. BAHARUDDIN.T

Pangkat : Pembina Utama Muda
NIP : 19600124 197911 1 001

Tembusan :

1. Bupati Gowa (sebagai laporan);
2. Direktur PPs UNM Makassar;
3. Ka. SMA Al-Fityan Gowa;
4. Yang Bersangkutan ;
5. Pertinggal;



SURAT KETERANGAN

Nomor : 362/VII/SKet/SMAIT-AFISGO/X/2018

Yang bertanda tangan di bawah ini:

Nama : Hairil Takbir, S.Pd
NIPY : 52013069
Jabatan : Kepala Sekolah
Alamat : Jl. Mustafa Daeng Bunga, Kec. Somba Opu
Kabupaten Gowa, Provinsi Sulawesi Selatan

Menerangkan bahwa:

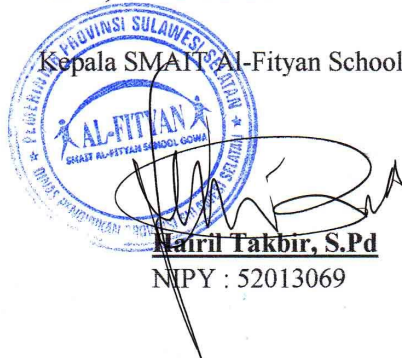
Nama : **Sitti Asmin Dumarni**
NIM : 15B01197
Tempat, Tanggal Lahir : Pakodi, 14 Juni 1987
Jurusan : Pendidikan Bahasa Inggris
Fakultas : Program Pasca Sarjana (S2)
Instansi : Universitas Negeri Makassar

Yang tersebut di atas benar-benar telah melakukan penelitian guna penyusunan Skripsi/Tesis mulai tanggal 23 November – 23 Desember 2017 dengan judul ***"STUDENTS' STRATEGIES IN REDUCING ANXIETY IN SPEAKING ENGLISH PERFORMANCE"***

Demikian surat keterangan ini disampaikan, agar dapat dipergunakan sebagaimana mestinya.

Gowa, 19 Oktober 2018

Kepala SMAIT Al-Fityan School Gowa,


Hairil Takbir, S.Pd
NIPY : 52013069



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI MAKASSAR
PROGRAM PASCASARJANA
Kampus UNM Gunungsari Baru, Jl. Bonto Langkasa, Makassar-90222,
Telp. (0411) 830366, Telp./Fax. (0411)855288,
Email: pasca@unm.ac.id, Laman: <http://pps.unm.ac.id>

SURAT KETERANGAN PERBAIKAN UJIAN TESIS

Berdasarkan *Ujian Tesis* untuk penyusunan Tesis bagi:

Nama Mahasiswa : **Sitti Asmin Dumarni**
Nomor Pokok : **15B01197**
Program Studi : **Pendidikan Bahasa - (S2)**
Kekhususan : **Pendidikan Bahasa Inggris**
Judul Tesis : ***Students' Strategies in Reducing Anxiety in Speaking English Performance***

oleh tim penilai, harus dilakukan perbaikan-perbaikan dan telah disetujui oleh tim penilai.

No.	Nama Tim Penilai	Disetujui tanggal	Tanda Tangan
1.	Prof. Dr. Haryanto, M.Pd.	15/10/2018	
2.	Prof. Dr. Syarifuddin Dollah, M.Pd.	15/10/2018	
3.	Prof. Murni Mahmud, S.Pd., M.Hum., Ph.D.	02/10/2018	
4.	Prof. Dr. Kisman Salija, M.Pd.	2/10/18	
5.	Prof. Dr. Baso Jabu, M.Hum.	15/10/18	

2018

Makassar,
15 Oktober 2018
Asisten Direktur I,

Dr. Sulaiman Samad, M.Si.
NIP. 196512311992031035

Printed on : 25/09/2018 09:20:17



Tetap Jaya dalam Tantangan

CURRICULUM VITAE



The researcher, Sitti Asmin Dumarni, S.Pd was born on June 14th, 1987 in Pakkodi, South Sulawesi. She is the second of three siblings of M. Agussalim, S.Pd and Mindi. She began her study at SD 92 Bembeng and finished in 1999, In the same year, She continued at SMPN 1 Baranti and finished in 2002.

In the same year, She continued her study again at SMAN 1 Maiwa and finished in 2005. Then, She accepted as the students of English Department Faculty of Teacher Training And Education University of Muhammadiyah Makassar and finished in 2010. In 2015, She enrolled at Graduate Program of State University of Makassar and registered for English Education Program.